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ABSTRACT

This curriculum, part of a coordinated exploratory vocational core program, is an activity-oriented instructional course that enables students in grades 6-7 to explore careers and skills related to consumer and occupational roles. The curriculum consists of five units: (1) independent living skills; (2) families; (3) child care; (4) textiles technology; and (5) foods and nutrition. Each unit includes teacher information (list of activities, required supplied, procedures and instruction, test questions) and teacher resources (student activity guides with teacher keys, teacher and student aids for activities, games, visuals, definitions, career posters, student instructions, background information, and career information). The curriculum also contains the following: a scope and sequence, a list of the basic core activities, a numbering system linking standards, objectives and competencies, and an "independent ideas" handbook for students to compile as they go through the course. (KC)

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ED 419 951

FAMILY AND CONSUMER SCIENCES
TECHNOLOGY-LIFE-CAREERS CORE CURRICULUM

Curriculum Guide
A Family and Consumer Sciences Education Course of Study for Grades 6 - 7

Developed by
THE UTAH STATE OFFICE OF EDUCATION
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TECHNOLOGY-LIFE-CAREERS CORE CURRICULUM

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A Family and Consumer Sciences Education Course of Study
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the Utah State Office of Education
and several groups of dedicated family and consumer sciences educators.

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PREFACE

This curriculum is part of a coordinated exploratory vocational core program which includes Agriculture, Business, Family and Consumer Sciences, Health Careers, Industrial Arts, and Marketing, with Guidance (Career Counseling) as an integral part throughout the curriculum. These vocational areas are clustered into three programs: 1) Industrial Arts and Agriculture, 2) Business and Marketing, and 3) Family and Consumer Sciences and Health Careers.

Family and Consumer Sciences is an activity-oriented instructional course which allows individuals to explore careers and skills related to both consumer and occupational roles. The major subject areas are: 1) Independent Living Skills, 2) Families, 3) Child Care, 4) Textiles Technology, and 5) Foods and Nutrition.

This curriculum is designed to meet the individual needs of students. The content provides students with a wide variety of activities. Although it is not necessary to do every activity or topic in a unit, it is recommended that the order of topics within a unit be followed to maintain continuity. Each topic contains more activities than most teachers will be able to use because of time limitations. Therefore, each teacher will need to select those activities that best meet his/her needs.

In order for the students to gain an awareness of the purposes of the student activities, it is important that the teacher review the objectives and the competencies of each topic with the students at the beginning and the end of each class session.

The hope of those who have developed and revised this curriculum is that it will be a viable, useful instrument assisting individuals in developing awareness of opportunities in the vocational program areas.

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GENERAL TEACHER INFORMATION

CURRICULUM FORMAT

The printed format of this curriculum includes the following sections under each topic:

1. Teacher Information (colored paper)
    - List of Activities
    - Required Supplies
    - Procedure Information and Instructions
    - Test Question Bank

2. Teacher Resources (white paper)
    - Student Activity Guides With Teacher Keys
    - Teacher and/or Student Aids for the Activities
    - Games
    - Visuals
    - Definitions
    - Career Posters
    - Student Instructions
    - Background Information
    - Career Information

Materials in the Teacher Resources section are in the same order as the activities listed on page 2 of each topic. All materials may be reproduced as needed to support the classroom activities. The Teacher Resources are printed on white paper, single-sided so the teacher can obtain quality reproductions. The Teacher Information sections have been printed on colored paper, back-to-back.

SCOPE AND SEQUENCE

Teachers will have to do some picking and choosing of activities since there are too many included to do them all. However, teachers will need to keep the activities of each unit within the time frame percentage given in the scope and sequence. (See Scope and Sequence tab.) These percentage numbers reflect the amount of time that is devoted to the Family and Consumer Sciences portion of the curriculum.

➧ T-L-C CORE ACTIVITIES LIST

A list of the basic CORE activities has been provided (see corresponding tab). These have been identified as the most important (CORE) activities and, therefore, should always be included in the activities selected. They are identified on the list of activities and in the procedure section with a ➧ symbol.

STANDARDS, OBJECTIVES, AND COMPETENCIES - NUMBERING SYSTEM

At the beginning of each topic, the CORE standard, the topic objective, and the CORE competencies have been identified. This information is provided to give the teacher a better understanding of how the components of the curriculum are tied together.

There are four (4) major components of this CORE curriculum: 1) Individual, 2) Family, 3) Technology, and 4) Careers. A standard was developed for each of these four (4) components which explained the importance and purpose for it being included. The standards are numbered using the SIS Course (and CIP Code) Number as the basic number, with two digits added to identify the specific standard. For example:

> The SIS Course (and CIP Code) Number for the T-L-C Junior High/ Middle School Vocational CORE Curriculum is 20.0001.
>
> Therefore the Standards are numbered accordingly:
> Individual: 20.0001-01
> Family: 20.0001-02
> Technology: 20.0001-03
> Careers: 20.0001-04

Usually, there is one standard identified to which the instructional materials in a topic are related, but in some topics, two standards are identified, if applicable.

The Topic Objective explains the instructional purpose and goal(s) for the materials in that topic. A list of all the topic objectives utilized throughout this curriculum are provided behind the "Topic Objectives" tab.

The Competencies (Independent Living Skills) are the specific skills the students will have achieved upon completion of the activities in a given topic. The competencies are numbered to reflect the standard they support. This is done by using the standard number and adding two more digits to identify the specific competency. For example:

> The "Individual" Standard number is 20.0001-01.
>
> Therefore, the competencies identified for that standard would be numbered accordingly:
>
> 20.0001-0101 = The first competency identified
> 20.0001-0102 = The second competency identified
> 20.0001-0103 = The third competency identified

The competency numbers are the numbers used in the test question banks so that all test questions are directly tied to a specific competency. A list of all the standards and competencies utilized throughout this curriculum are provided behind the "Standards and Competencies" tab.

TEST QUESTION BANKS

The test question banks are provided for teachers to evaluate the students in this class. It is recommended that testing be done at the end of each unit rather than by topics or by course, and that pretests and posttests be used. Whole course tests are quite restricted as to the number of test questions that can be used.

The test question banks, which include the teacher's key, are in the Teacher Information section of each topic. Again, there are more questions than a teacher could use, so the teacher will need to choose the questions he/she wishes to use.

The text questions are organized numerically so they match the competencies that have been identified at the beginning of each topic.

A computer disk which contains all of the test questions is available with this curriculum for the teacher to use to develop his/her evaluation instruments using the "copy and paste" procedure on the computer word processing program. (Refer to the computer program manual for specific directions for using the "copy and paste" procedure.) These disks are available for both IBM/compatibles and MacIntosh formats. They can be obtained by contacting:

Family and Consumer Sciences Specialist
Utah State Office of Education
250 East 500 South
Salt Lake City, Utah 84111
(801) 538-7853

Since this course is designed as an exploration of family and consumer sciences, it is recommended that grading be based largely on student participation.

ROUND-ROBIN METHOD OF INSTRUCTION

Many of the activities in this curriculum are conducive for use in a round-robin method of instruction since this maximizes use of equipment and space and allows the teacher more freedom and flexibility. It also allows the students to work in smaller groups and/or with their classroom families. Some of the areas of study with activities which can easily be used in a round-robin setting are identified on pages 5-7 along with directions for using a round-robin method of instruction.

CAREER INFORMATION IDEAS

To add interest and provide emphasis on the career exploration aspect of this curriculum, the teacher might consider selecting a "Career of the Day" and spotlight one career per class day. Or, the teacher might prefer to have each student pick one career for a brief oral report to share with the class as the teacher chooses. The students could use the student activity guide on page 7.26 to prepare their reports and could include them in their "Independent Ideas" Handbooks.

THE “INDEPENDENT IDEAS” HANDBOOK

Since one of the major thrusts of this curriculum is to help the students develop their independence through positive, healthy experiences, the idea of an “independent Ideas” Handbook was conceived as a means for the student to collect and keep information and materials together that they could use for reference in their own personal pursuit of independence. The handbooks can be started early in the curriculum, and the teacher can decide which activities he/she wishes to be included and tailor the contents accordingly. It can also serve as an excellent public relations mechanism to reflect the depth and diversity of the course content.

STUDENT PACKETS

Student packets for round-robin and/or individualized activities should be compiled prior to the beginning of each new unit. It is important to have enough student packets to facilitate student participation and involvement. Placing the information found in the student packets within plastic sheet covers or laminating them will prolong the life of the packets.

EQUIPMENT LIST

A list of the equipment required for this curriculum is provided under the tab by that name. However, the equipment needs will vary due to differences in time allotted for the T-L-C CORE curriculum. This list is for the optimum scope and sequence of 12 weeks. Also included are some items that can be used to enhance the activities in the units.

DISKS FOR STUDENT ACTIVITY GUIDES

A computer disk which contains all of the student activity guides is available with this curriculum for the teacher to customize according to the content used. The disks can be used with the “copy and paste” procedure on the computer word processing program. (Refer to the computer program manual for specific directions for using “copy and paste” procedure.) These disks are available for both IBM/compatibles and MacIntosh formats. They can be obtained by contacting:

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ROUND-ROBIN DIRECTIONS

1. Divide the students into groups according to the number of activities through which they will rotate.

2. Give each group a color or name so they can follow the rotation cycle.

In the round-robin example given on this page, each activity usually takes one day, thus the scheduling method. This example is designed for rotation up to six (6) activities, with up to six (6) groups rotating through the activities. The same method can be used for three (3) groups rotating through three (3) activities that are two-day activities.

ROUND-ROBIN SCHEDULING CHART

	ACTIVITY 1	ACTIVITY 2	ACTIVITY 3	ACTIVITY 4	ACTIVITY 5	ACTIVITY 6
DAY 1	GROUP 1	GROUP 2	GROUP 3	GROUP 4	GROUP 5	GROUP 5
DAY 2	GROUP 6	GROUP 1	GROUP 2	GROUP 3	GROUP 4	GROUP 5
DAY 3	GROUP 6	GROUP 6	GROUP 1	GROUP 2	GROUP 3	GROUP 4
DAY 4	GROUP 4	GROUP 5	GROUP 6	GROUP 1	GROUP 2	GROUP 3
DAY 5	GROUP 3	GROUP 4	GROUP 5	GROUP 6	GROUP 1	GROUP 2
DAY 6	GROUP 2	GROUP 3	GROUP 4	GROUP 5	GROUP 6	GROUP 1

ROUND-ROBIN RECOMMENDATIONS

UNIT I: INDEPENDENT LIVING SKILLS

Basically, the activities in this unit are not particularly conducive to the round-robin method of instruction. However, if desired, these activities could be used:

NUMBER OF DAYS: 2 or 3	ACTIVITIES:	"Independent Ideas" Handbook Contents Positive vs. Negative Aspects of Independence Communication Scrambled Words
NUMBER OF DAYS: 3	ACTIVITIES	My Friendship Mirror Magical Manners Picture Puzzle Perfect Personality Pie

UNIT II: FAMILIES

NUMBER OF DAYS: 1	ACTIVITIES	Sharing Phrases Communication Puzzles Family Council Family Traditions

UNIT III: CHILD CARE

NUMBER OF DAYS: 1 or 2	ACTIVITIES	Story Preparation Hand Puppets Matching Game Welcome Activity Craft Project Finger Play Snack Preparation

UNIT IV: TEXTILES TECHNOLOGY

NUMBER OF DAYS: 6	ACTIVITIES	Crazy Stitching Textiles Equipment Bookmark Table Pad Windsock Textiles Care and Consumerism Activities

UNIT V: FOODS AND NUTRITION

NUMBER OF DAYS: 5	ACTIVITIES	Food Preparation Terms Fruit Salad Lab Reading a Recipe Food Labels Food Labels Lab Food Measurements Lab

UNIT V: FOODS AND NUTRITION - RESTAURANT SIMULATION

NUMBER OF DAYS: 2	ACTIVITIES	Dishwashing/Public Relations Lunch Break Cashier's Activity Tablesetting Activity Menu Design Activity Food Server Activity

TECHNOLOGY, LIFE, AND CAREERS CORE
FAMILY AND CONSUMER SCIENCES/
HEALTH SCIENCE AND TECHNOLOGY

Grades: 6-8
9 to 12 Weeks

CIP CODE: 20.0001

The Technology, Life, and Careers (TLC) core program is designed to explore the applied technology areas of Technology and Agriculture, Business and Marketing, and Family and Consumer Sciences and Health Science and Technology. Emphasis is placed on career exploration in each area of study. This section of the course provides an overview of family and consumer sciences and health science and technology. Technology is utilized in group work and individualized projects to help each student develop life skills necessary for success within the family and the workplace.

SCOPE AND SEQUENCE:

I. *INDEPENDENT LIVING SKILLS* *(11%)*

A. **Developing Independence**
   1. Explore ways to handle crisis situations independently.
   2. Identify methods to manage when alone.
   3. Identify advantages and disadvantages of developing skills for independence.
   4. Define the term *independence*.
   5. List the five steps of problem solving.

B. **Self-Concept**
   1. Define the term *self-concept.*
   2. Identify ways self-concept is reflected.
   3. Analyze the importance of personal presentation.

C. **Stress Management**
   1. Analyze ways stress impacts individuals physically, emotionally, socially, and at home/school/workplace.
   2. Identify various types of personal stressors.
   3. List positive ways of reducing stress.
   4. Define *stress-related terms.*
   5. Name careers that help others deal with stress.

D. **Communication**
   1. Examine the importance of food communication skills.
   2. Define the term *communication.*
   3. Differentiate between *verbal, nonverbal*, and *written methods of communication.*
   4. Identify communication-related careers.

E. **Social Skills**
   1. Recognize acceptable and unacceptable social behaviors.
   2. Explore ways to develop and maintain friendships.

II. FAMILIES *(13%)*

A. Family Dynamics

1. Define the *family-related terms*.
2. Examine a variety of family types.
3. Define the terms *related to family communication*.
4. List qualities that support positive family relationships.
5. Explore the value of multiple viewpoints and differing opinions.
6. Identify techniques for resolving family conflict situations.
7. Consider reasons for family traditions.
8. Assess the positive aspects of sharing with other family members.
9. Examine the advantages of organization.
10. Identify careers that help individuals and/or families improve communication skills and resolve conflicts.

B. Family Economics

1. Assess how career choices affect family patterns.
2. Identify various types of housing.
3. Consider factors affecting housing choices.
4. Identify various types of transportation.
5. Consider factors affecting transportation choices.
6. Define the terms *related to budgeting*.
7. Analyze reasons for budgeting.
8. Explore factors to consider when choosing a career.
9. Name reasons for career changes.
10. Identify careers related to budgeting and finance.

III. CHILD CARE *(13%)*

1. Identify safety hazards for small children.
2. Assess ways to correct safety hazards for young children.
3. Assess ways to prevent potential hazards for young children.
4. Identify the primary caregiving skills for children (physical, emotional, guidance).
5. Determine personal characteristics desirable in a child caregiver.
6. Develop inexpensive learning activities for children.
7. Identify careers related to child care.
8. Recognize causes and types of child abuse and community sources of help.

IV. TEXTILES TECHNOLOGY *(20%)*

A. Textiles Equipment Technology

1. Identify the basic parts of a conventional sewing machine and the function of each part.
2. Operate basic types of textiles equipment (conventional sewing machine, serger, and rotary cutter).

B. **Textile Occupational Skills**

1. Demonstrate the safe operation of a conventional sewing machine.
2. Demonstrate the safe operation of a serger.
3. Demonstrate the safe operation of a rotary cutter and mat.
4. Identify textiles-related careers.

C. **Textile Care and Consumerism**

1. Determine proper clothing care techniques.
2. Identify good consumer practices related to clothing purchases.

V. FOODS AND NUTRITION (25%)

A. **Kitchen Management**

1. Observe basic safety and sanitation rules to be observed in food preparation areas.
2. Identify reasons for planning individual and/or group work schedules in food preparation experiences.
3. Explore various components of food service careers and food preparation related to lab management such as management skills, dishwashing, tablesetting, and eating etiquette.

B. **Food Measurements**

1. Recognize and use standard measurement abbreviations.
2. Recognize and use standard measurement equivalents.
3. Apply standard measurement techniques.

C. **Food Preparation Terms**

1. Define food preparation terms.

D. **Reading a Recipe**

1. Recognize the characteristics of an easy-to-use recipe.
2. Identify the importance of following directions.
3. State functions of basic ingredients used in food products.

E. **Food Labels**

1. Identify various types of information found on a food label.
2. Analyze the nutritional values of food according to the information provided on labels.

F. **Nutrition Strategies**

1. Name the parts of the food pyramid.
2. Name the seven dietary guidelines.
3. List the six basic types of nutrients.
4. Define nutrition terms.
5. Analyze foods for nutritional value.
6. Identify careers related to nutrition.

G. **Restaurant Simulation**

1. Identify careers related to food preparation and food service (specifically restaurant-related careers).
2. Identify qualities employers expect employees to possess.
3. Participate in a restaurant simulation activity.

VI. GUIDANCE ACTIVITIES (11%)

NOTE: The recommended percentages of time are based on the time allotted for the Family and Consumer Sciences portion of this section of the T-L-C Curriculum.

STANDARDS AND COMPETENCIES

SIS COURSE (AND CIP CODE) NUMBER: 20.0001

STANDARD 20.0001-01	**Individual:** The students will examine the principles of personal development related to self-awareness and relationships.

COMPETENCIES (INDEPENDENT LIVING SKILLS):

20.0001-0101	Explore ways to handle crisis situations independently.
20.0001-0102	Identify methods to manage when alone.
20.0001-0103	Identify advantages and disadvantages of developing skills for independence.
20.0001-0104	Define the term *independence.*
20.0001-0105	Define the term *self-concept.*
20.0001-0106	Identify ways self-concept is reflected.
20.0001-0107	Analyze the importance of personal presentation.
20.0001-0108	Analyze ways stress impacts individuals physically, emotionally, socially, and at home/school/workplace.
20.0001-0109	Identify various types of personal stressors.
20.0001-0110	Identify positive ways to reduce stress.
20.0001-0111	Define “stress-related” terms.
20.0001-0112	Examine the importance of good communication skills.
20.0001-0113	Define the term *communication.*
20.0001-0114	Differentiate between verbal, nonverbal, and written methods of communication.
20.0001-0115	List the five steps of problem solving.
20.0001-0116	Recognize acceptable and unacceptable social behaviors.
20.0001-0117	Explore ways to develop and maintain friendships.

SIS COURSE NUMBER: 20.0001

STANDARD 20.0001-02	**Family:** The students will explore the various aspects of family living, including individual and family needs, and personal responsibilities as family members.

COMPETENCIES (INDEPENDENT LIVING SKILLS):

20.0001-0201	Define family-related terms.
20.0001-0202	Examine a variety of family types.
20.0001-0203	Consider reasons for having family traditions.
20.0001-0206	Examine the advantages of organization.
20.0001-0207	Assess the positive aspects of sharing with other family members.
20.0001-0208	Assess how career choices affect family patterns.
20.0001-0209	Identify various types of housing.
20.0001-0210	Consider factors affecting transportation choices.
20.0001-0211	Identify various types of transportation.
20.0001-0212	Consider factors affecting transportation choices.
20.0001-0213	Define terms related to budgeting.
20.0001-0214	Analyze reasons for budgeting.
20.0001-0215	Define terms related to family communication.
20.0001-0216	List qualities that support positive family relationships.
20.0001-0217	Explore the value of multiple viewpoints and/or differing opinions.
20.0001-0218	Identify techniques for resolving family conflict situations.

SIS COURSE NUMBER: 20.0001

STANDARD 20.0001-03	**Technology:** The students will identify the relationship of new technology to the home, community, and school/workplace.

COMPETENCIES (INDEPENDENT LIVING SKILLS):

20.0001-0306	Identify the basic parts of a conventional sewing machine and the function of each part.
20.0001-0307	Demonstrate safe operation of a conventional sewing machine.
20.0001-0308	Demonstrate safe operation of a serger.
20.0001-0309	Demonstrate safe operation of a rotary cutter and mat.
20.0001-0310	Operate various types of textile equipment.
20.0001-0311	Identify good consumer practices relating to clothing purchases.
20.0001-0312	Determine proper clothing care techniques.

SIS COURSE NUMBER: 20.0001

STANDARD 20.0001-04	**Careers:** The students will explore careers related to family and consumer sciences, identifying skills which are applicable for both the home and the school/workplace, and the impact of career choices on family lifestyles.

COMPETENCIES (INDEPENDENT LIVING SKILLS):

20.0001-0401	Explore factors to consider when choosing a career.
20.0001-0402	Name reasons for career changes.
20.0001-0403	Identify careers related to budgeting and finance.
20.0001-0404	Observe basic safety and sanitation rules to be observed in food preparation areas.
20.0001-0405	Recognize and use standard measurement abbreviations.
20.0001-0406	Recognize and use standard measurement equivalents.
20.0001-0407	Apply standard measurement techniques.
20.0001-0408	Identify reasons for planning individual and/or group work schedules in food preparation experiences.
20.0001-0409	Identify characteristics of an easy-to-use recipe.

20.0001-0410	Recognize the importance of following directions.
20.0001-0411	Define food preparation terms.
20.0001-0412	Identify various types of information found on a food label.
20.0001-0413	Analyze the nutritional value of food according to the information provided on labels.
20.0001-0414	Define nutrition terms.
20.0001-0415	Name the seven basic dietary guidelines.
20.0001-0416	List the six basic types of nutrients.
20.0001-0417	Identify careers related to food preparation and food service.
20.0001-0418	Identify careers related to nutrition.
20.0001-0419	Analyze foods for nutritional value.
20.0001-0420	Identify ways new food products are developed.
20.0001-0421	Identify guidelines for recipe variations.
20.0001-0422	Identify safety hazards for young children.
20.0001-0423	Assess ways to correct safety hazards for young children.
20.0001-0424	Identify primary caregiving skills for children.
20.0001-0425	Determine personal characteristics desirable in a child caregiver.
20.0001-0426	Develop inexpensive learning activities for children.
20.0001-0427	Identify careers related to child care.
20.0001-0428	Identify textile-related careers.
20.0001-0429	Identify qualities employers expect employees to possess.
20.0001-0430	Explore the various components of food service careers, including management skills, public relations, cashiering, tablesetting, dishwashing, and eating etiquette.
20.0001-0441	Identify careers that help others deal with stress.
20.0001-0442	Identify careers that help individuals and/or families improve communication skills and families resolve conflicts.
20.0001-0443	Recognize causes and types of child abuse and community sources of help.
20.0001-0444	Assess ways to prevent potential hazards for young children.
20.0001-0445	Identify communications-related careers.
20.0001-0446	State functions of basic ingredients used in food products.
20.0001-0447	Name the parts of the food pyramid.

TOPIC OBJECTIVES

TOPIC #1:	DEVELOPING INDEPENDENCE Students will identify the skills necessary to become independent and the methods to attain those skills.
TOPIC #2:	SELF-CONCEPT Students will analyze the relationship between self-concept and self-packaging.
TOPIC #3:	STRESS MANAGEMENT Students will discuss stress as a natural part of living, and identify methods of stress reduction for personal use through classroom activities.
TOPIC #4:	COMMUNICATION Students will identify and practice the skills necessary for effective communication.
TOPIC #5:	SOCIAL SKILLS Students will identify the social skills which assist individuals in developing friendships and independence.
TOPIC #6:	FAMILY DYNAMICS Students will be grouped into classroom families to practice skills that support and facilitate pleasant family relationships through communication, family traditions, organization of living space, sharing, and accepting some personal responsibility for the well-being of other family members.
TOPIC #7:	FAMILY ECONOMICS Students will analyze the impact of individual career choices on family lifestyles and develop a family budget.
TOPIC #8:	CHILD CARE Students will identify child care skills for personal and/or occupational use.
TOPIC #9:	TEXTILES EQUIPMENT TECHNOLOGY Students will demonstrate the use of a conventional sewing machine, a serger, and a rotary cutter and mat.

TOPIC #10: TEXTILES OCCUPATIONAL SKILLS

Students will demonstrate a beginning level of proficiency using the conventional (lockstitch) sewing machine, serger, and rotary cutter and mt as used in many textile-related occupations.

TOPIC #11: TEXTILES CARE AND CONSUMERISM

Students will identify consumer skills related to fabrics, laundry procedures, and clothing care by completing individualized projects.

TOPIC #12: KITCHEN MANAGEMENT

Students will identify and practice basic food safety and sanitation rules in food preparation activities.

TOPIC #13: FOOD MEASUREMENTS

Students will demonstrate use of standard measurement abbreviations, equivalents, and techniques during a food preparation experience.

TOPIC #14: FOOD PREPARATION TERMS

Students will demonstrate knowledge of basic food preparation terms by participating in foods terminology learning games and a foods laboratory experience.

TOPIC #15: READING A RECIPE

Students will demonstrate reading a recipe, following directions, and recognizing the reason(s) basic ingredients are used in recipes.

TOPIC #16: FOOD LABELS

Students will be able to read and analyze the information provided on a food product label.

TOPIC #17: NUTRITION STRATEGIES

Students will study the food pyramid, the U.S.D.A. dietary guidelines, and the basic types of nutrients, and then demonstrate the use of this information by assessing the nutritional qualities (value) of various foods.

TOPIC #18: RESTAURANT SIMULATION

Students will explore restaurant-related careers by participating in a restaurant simulation activity.

FAMILY AND CONSUMER SCIENCES
CORE ACTIVITIES

SUBJECT: INDEPENDENT LIVING SKILLS

TOPIC #1: Developing Independence
- 2. Definition of "Independence"
- 3. Five Steps of Problem Solving

TOPIC #2: Self-Concept
- 3. Self-Packaging Activity

TOPIC #3: Stress Management
- 2. Stress-Related Terms
- 4. Classroom Discussion on Stress
- 5. Stress Reduction Activities

TOPIC #4: Communication
- 2. Communication Basics
    - A. Definition of Communication
    - B. Types of Communication
    - C. What Am I Communicating?

TOPIC #5: Social Skills
- 1. "No-Name" Case Study (Motivator)
- 2. Definition of Social Skills
- 3. Acceptable vs. Unacceptable Behaviors

SUBJECT: FAMILIES

TOPIC #6: Family Dynamics
- 1. What Is a Family?
- 2. Family Types
- 3. Classroom Families
    - A. Name Tags
    - B. Family Record Book
    - C. Family Information Sheet
- 6. "Red Lights" and "Green Lights" of Communication
- 7. Conflict Resolution Methods
    - A. "No-Lose/Win-Win" Method
    - B. Family Council
- 10. Family Links

TOPIC #7: Family Economics
- 3. Lifestyles and Careers
- 4. Family Career(s) and Income
- 5. The Family House
- 6. The Family Auto
- 7. The Family Budget

TOPIC #8: Child Care
- 1. Children's Safety
    - B. Safety Checklist
    - C. Six Points of Danger
- 3. "Keys to Caregiving"
- 4. Child Abuse

SUBJECT: TEXTILES TECHNOLOGY

TOPIC #9: Textiles Equipment Technology
- 2. The Sewing Machine
  - A. Parts of the Sewing Machine
  - C. Winding the Bobbin
  - D. Threading the Sewing Machine
- 4. The Serger

TOPIC #10: Textiles Occupational Skills
- 1. Bookmark Project
- 2. Table Pad/Pot Holder Project
- 3. Windsock Project

SUBJECT: FOODS AND NUTRITION

TOPIC #12: Kitchen Management
- 2. Safety and Sanitation Posters
- 3. Dishwashing Procedures

TOPIC #13: Food Measurements
- 2. Measuring Techniques
- 3. Measurement Abbreviations and Equivalents Activity

TOPIC #14: Food Preparation Terms
- 1. Food Preparation Terms
- 2. Correct Terms Add Up to Success With Food

TOPIC #15: Reading a Recipe
- 2. Basic Rules of Choosing
- 3. Characteristics of a Good Recipe
- 5. Basic Rules for Following a Recipe

TOPIC #16: Food Labels
- 3. Let's Read Labels

TOPIC #17: Nutrition Strategies
- 1. Nutrition Strategies
  - A. Food Pyramid
  - B. Dietary Guidelines
  - C. Six Basic Nutrients

TOPIC #18: Restaurant Simulation
- 2. Exploring Restaurant-Related Careers
- 3. Restaurant Career Skills
  - A. Public Relations Activity
  - B. Lunch Break
  - C. Cashier's Activity
  - D. Tablesetting Activity
  - E. Food Server Activity
  - F. Menu Design Activity
  - G. Dishwashing Activity

EQUIPMENT LIST - 1997

NOTE: This list of recommended equipment is for the optimum 12-week program. Refer to the Scope and Sequence section for curriculum variations before placing orders for the equipment and supplies. (You probably will not need every item listed.)

THROUGHOUT THE CURRICULUM

3	Computers
1	Printer
1	Word Processing Program
1	Simple Graphics Program (such as Print Shop)
3	Computer Tables
4	Teaching Aids Box. Available from Schoolboards, Etc., P. O. Box 9106, Ogden, UT 84409. (801) 479-1525.

INDEPENDENT LIVING SKILLS

1	Good Manners video. (Optional) Available from Masco, P. O. Box 901, Fort Atkinson, WI 53538. 1-800-558-9595. Catalog # WA 1376217.

CHILD CARE

1	Shaking, Hitting, Spanking: What To Do Instead video. (Optional) Available from Blockbuster Video Stores, Community Video shelf.
1	Spend a Minute on Safety video. (Optional) Available from Pineapple Appeal, P. O. Box 197, Owatonna, MN 55060, 1-800-321-30441. Catalog No. 3011.

TEXTILES TECHNOLOGY

6-8	Conventional Sewing Machines
3-5	3/4 Spool Sergers
6	Rotary Cutters and Mats
1	Computerized Sewing Machine (Optional)

FOODS AND NUTRITION

4	Electric Blenders
3-5	Microwaves
1	Convection Oven (Optional)
1	Hot-Air Popcorn Popper
1	Operation RISK package. Available from pineapple Appeal/Lowfat Express, Box 197, Owatonna, MN 55060. 1-800-321-3041, FAX 507-455-2307.
1	Label-Ease program materials. Available from Dairy Council of Utah, 1213 East 2100 South, Salt Lake City, UT 84105. AC 801-484-4337.
4	Sets Nutrition Comparison Cards. Available from Dairy Council of Utah. (See address above.)
1	Food Label Analyzer computer program. (Optional) Available from Ohio Distinctive Software, P. O. Box 20201, Columbus, OH 43220. 614-459-0453.
1	Working video and teaching kit. Available from Metropolitan Life Ins. Co., Department of Corporate Social Responsibility, P. O. Box 950 - Madison Square Station, New York, NY 10160-0950. AC 212-578-2696.
1	Shine and Dine video. (Optional) Available from Franklin Clay Films, P. O. Box 2213, Costa Mesa, CA 92628.
1	Etiquette Hotline: Table Manners video. (Optional) Available from The Learning Seed, 21250 North Andover Road, Kildeer, IL 60037. 1-800-634-4941.

CAREERS

6-8	Occupational Outlook Handbooks. Available from Meridian Education Corporation, 236 East Front Street, Bloomington, IL 61701. AC (309) 827-5455. (In Utah, these will be provided to the schools through the Guidance portion of the curriculum.)
1	There's a Career for You in Home Economics computer program. (Optional) Available from Cambridge Home Economics, One Players Club Drive, Dept. HE1, Charleston, WV 25311. 1-800-468-4227. Catalog #MC800.

INDEPENDENT LIVING SKILLS

***TOPIC #1*:** Developing Independence **TIME PERIOD**: 2-3 days

CORE STANDARD #1: Individual: The students will examine the principles of personal development related to self-awareness and relationships.

OBJECTIVE: Students will identify the skills necessary for becoming independent and methods for attaining those skills.

INDEPENDENT LIVING SKILLS (COMPETENCIES):

20.0001-0101	Explore ways to handle crisis situations independently.
20.0001-0102	Identify methods to manage when alone.
20.0001-0103	Identify the advantages and disadvantages of developing skills for independence.
20.0001-0104	Define the term *independence*.
20.0001-0115	List the five steps of problem solving.

LIFE SKILLS:

* Lifelong Learning
* Complex Thinking
Effective Communication
Collaboration
* Responsible Citizenship
* Employability

RELATED CAREERS:	***OCCUPATIONAL CLUSTERS:***
All	All

	LIST OF STUDENT ACTIVITIES:	***SUPPLIES REQUIRED:***
1.	Independent Thinking Practice (Motivator) OR You Are the Expert (Motivator)	List of situations (1.3-1.4) OR List of situations (1.3-1.4) 3 x 5 cards or small pieces of paper for each student Small box or basket
◆ 2.	Definition of "Independence"	Small poster or overhead transparency with "Independence" definition (1.13)
◆ 3.	Five Steps of Problem Solving	"Five Steps of Problem Solving" bulletin board (1.17 - 1.24) Copies of student activity guides (1.14-1.16) OR Copies of student activity guide from Counseling curriculum (pages 113-114)
4.	Positive vs. Negative Aspects	Overhead transparencies (1.27-1.28) Overhead projector Copies of student activity guide (1.25-1.26)
5.	Independence and Careers	Some career posters from this curriculum OR Copies of student activity guide from Counseling curriculum (pages 96-100)
6.	"Independent Ideas" Handbook	Copies of "Independent Ideas" Handbook for each student (Refer to pages 1.29-1.30 for content selections)

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PROCEDURE

CONCEPT: Most people must learn independence at some time in their life. It is important to know some procedures and guidelines when you are in charge of a situation. There are some positive and some negative aspects of developing independence.

INTRODUCTION TO ACTIVITY #1:

As the teacher introduces this activity, some concepts to include are:

- An important part of developing independence is learning how to be in control when difficult and/or emergency situations occur.

- Thinking about possible situations prior to an actual experience helps one be prepared and handle such a situation more responsibly.

- Knowing that you are able to handle difficult situations if they should occur helps to eliminate your fears about such situations occurring and builds your self-confidence.

- Being prepared to handle difficult situations is the best way to prevent poor decisions that could increase the problem and/or cause more problems.

- Decision making is a basic part of being independent.

1. ***INDEPENDENT THINKING PRACTICE (MOTIVATOR)***

Have some students come to the front of the classroom. As the teacher reads the following situations one by one, the first student to raise his/her hand will explain how he/she would handle the situation. When that student has completed his/her response, he/she may return to his/her seat. Encourage the students to think quickly. Additional ways or ideas for handling the situation can be discussed as the class moves through the list. (Refer to page 1.40 for guidelines of things to remember when home alone.)

A. You're walking home from the store and the grocery bags break, spilling groceries everywhere.

B. You're leaving a store with a friend when he/she takes a magazine from his/her backpack. You know he/she didn't pay for it.

C. You're at a party without parental supervision. Some people show up with alcohol.

D. You're walking down the hall and find a $20 bill.

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E. There is a group assignment due in three days. The others in your group are not doing their part.

F. Your dance group/sport group/scout troop is traveling out of state at the same time you're favorite aunt is getting married.

G. You put some clothes in the dryer. When you remove them you realize a pen has bled ink through the clothes and onto the dryer.

H. You go to a sibling's room to borrow a shirt and find some drugs in the drawer.

I. You plan on running for a student office and so does your best friend.

J. You go to a school dance wearing shorts and discover it's a dress up affair.

K. Your parents are gone for the evening. You promised you would stay home and watch your little brother. Then your friend calls and invites you to go see a movie you've been dying to see.

ADDITIONAL ACTIVITY OPTION: YOU ARE THE EXPERT!

A. Have students write about an uncomfortable or difficult situation they have experienced while alone on a 3 x 5 card (or a small piece of paper). DO NOT HAVE THE STUDENTS PUT THEIR NAMES ON THE CARDS. Have the students fold the cards in half and place them in a box or basket. Mix up the cards.

B. Have each student draw a card from the box, read the situation described, and offer a suggestion on how to handle that situation.

Encourage additional class participation.

♦ 2. *DEFINITION OF INDEPENDENCE*

Discuss the definition of the term *independence* with the students.

INDEPENDENCE: READINESS TO TAKE ON MORE RESPONSIBILITIES ALONG WITH MORE FREEDOMS

All of the situations used in the motivators require the students to use independent thinking skills. Many students may spend a great deal of time alone or in charge of younger children. It is important to learn to be responsible and independent.

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➧ 3. FIVE STEPS OF PROBLEM SOLVING

One of the major aspects of becoming independent is having the ability to solve problems quickly and effectively. There are five major steps in problem solving and knowing these steps helps one to work through problems more easily. The five steps can be introduced graphically, by using the posters provided in the resource section of this topic, and problematically, by using the situations from Activity #1: Independent Thinking Practice. The teacher needs to help the students through some of these cases step by step so they can see the application process. The five steps of problem solving are:

STEP #1: IDENTIFY THE PROBLEM

STEP #2: BRAINSTORM POSSIBLE SOLUTIONS
(List ways to solve the problem; keep all ideas at this time.)

STEP #3: EXPLORE AND EVALUATE POSSIBLE SOLUTIONS
(What will happen if I choose this solution?)

STEP #4: MAKE A DECISION AND ACT ON IT
(Is it the decision that will solve the problem?)

STEP #5: LOOK BACK AND EVALUATE
(Did the decision work? If the decision did not work, repeat the steps for further problem solving.)

It is important for the students to learn these five steps and how to work through problem-solving situations. Problem solving is a skill that most people use numerous times each day, both on the job and in their personal life. The students will have a number of problem-solving experiences throughout this curriculum to reinforce the development of this skill.

For individual practice, have the students complete the student activity guide PROBLEM-SOLVING PRACTICE (pages 1.15-1.16). When the students are finished, review the answers with them to assist in their personal problem-solving skill development.

ADDITIONAL ACTIVITY OPTION

Use the case study provided on pages 113 and 114 of the T-L-C Guidance curriculum. Assist the students in working through the steps.

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4. POSITIVE VS. NEGATIVE ASPECTS OF INDEPENDENCE

Divide the class into small working groups (each table of 4-6 could be a group). Give each group a copy of the INDEPENDENT BEHAVIORS student activity guide and have the students identify some "positive" and "negative" aspects of the independent behaviors listed.

To help the students get started, discuss with the students the concept that becoming independent is a matter of making choices and that with certain choices, one may have to give up something one likes or enjoys. The first example is "Having the ability to say "NO." This is an example of an independent behavior, and the positive aspect of it is that it could help keep a person from getting into trouble, but the negative aspect could be that you might lose a friend or some of your popularity with your peer group.

It is important that the teacher help the students understand that the negative aspects are not necessarily opposites of the positive aspects but rather the difficult part of the decision or choice they face.

After the students have completed their student activity guides, the teacher should go through and review their ideas with the class using an overhead transparency of the student activity guide. (Some possible positive and negative aspects are provided for teacher reference on pages 1.28-1.29.) The teacher also needs to identify ways some of the negative aspects could be viewed as positive aspects.

ALTERNATE METHOD: This activity could be done as a class allowing the students to brainstorm together under the direction of the teacher. The independent behaviors and positive and negative aspects items could be written on the board (or a large sheet of butcher paper) as the activity progresses.

5. INDEPENDENCE AND CAREERS

The teacher should help the students to understand:

- The relationship of independence to preparing for a career and maintaining a job and working at a career.

- All careers and/or jobs require employees to be responsible and to think and act independently.

- Right now the students' "job" is school and part of their job at school is to learn how to think and act more independently.

- Learning to be more independent now will help students prepare for doing better at whatever job they will have or career they will choose.

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ADDITIONAL ACTIVITY OPTION
Invite an employer to be a guest speaker and ask them to emphasize the attributes employers look for and expect from employees.

ADDITIONAL ACTIVITY OPTION
Use the materials, WORK RELATIONSHIPS, Activity 12, from the T-L-C Guidance curriculum (pages 96-100).

6. ***"INDEPENDENT IDEAS" HANDBOOK***

The teacher should explain to the students that the purpose of Family and Consumer Sciences is to teach quality independent living skills. Every topic in this course will teach some different independent living skills. Therefore, each student will be responsible for maintaining their personal "Independent Ideas" Handbook to use as a reference as they grow to be more independent.

Explain that they will be starting their handbooks now at the beginning of the course and they will be adding helpful ideas and information to their handbooks throughout the course. (A list of items that could be included can be found on pages 1.29-1.30.) Begin by having student complete the following activity guide.

1. Telephone Numbers (page 1.32)
2. Emergency Information (page 1.33)
3. Dos and Don'ts of My House (page 1.35)
4. Safety Tips (page 1.36)
5. My "Responsibilities" at Home (page 1.37)
6. Foods I Can Prepare Myself (page 1.38)
7. Things to Do When There's Nothing to Do (page 1.39-1.40)
8. Ten Important Things to Remember When You're Alone (page 1.44)

Allow the students to work in pairs or small groups to complete as much of the information as possible. Encourage the students to complete the rest of the information at home with parental assistance. If the teacher prefers, this activity could be broken into two parts: 1) required items, and 2) extra credit items. Some of the student activities could be optional and the students could choose the ones they want to include for extra credit.

The teacher can have the students turn in their "Independent Ideas" handbooks periodically and/or at the end of the course as part of the course grade.

ALTERNATE METHOD: If the teacher prefers to do an abbreviated version, the ON MY OWN student activity guide (page 1.43) can be used.

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TOPIC SUMMARY: "Independence" means you are ready to take on more responsibilities along with more freedoms. Independence is a natural part of growing up. It is important to learn to be responsible and independent.

TEACHER RESOURCES:

North Dakota Junior High Home Economics Curriculum Guide, pages 62-75.
Bransford, C. and Stein, B., The Ideal Problem Solver, 1984, New York: W. H. Freeman and Co.
Krulik, S. F. and Rudnick, J. A., Problem Solving: A Handbook for Teachers, 1980, Boston: Allyn and Bacon, Inc.
Krulik, S. F. and Rudnick, J. A., Problem Solving: A Sourcebook for Teachers, 1984, Boston: Allyn and Bacon, Inc.
American Red Cross, Standard First Aid Book
Utah State Office of Education, T-L-C CORE Guidance and Counseling Curriculum, pp. 96-100, 113-114.

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CORE TEST QUESTION BANK

UNIT: **INDEPENDENT LIVING SKILLS**

TOPIC: **DEVELOPING INDEPENDENCE**

20.0001-0101 ***Explore ways to handle crisis situations independently.***

1. One cold winter day when you arrive home from school you realize you have lost your house key. It will be at least two more hours before your parent(s) get home from work. A good thing to do would be to:
   a. Try to break the lock on the door to get in
   b.* Go to a neighbor's house and obtain help
   c. Try to build a fire on the porch to keep warm
   d. Lie down where it's dry and take a nap

2. Knowing the best thing to do when you are in charge of a situation helps you to:
   a.* Make better decisions
   b. Be a bossy person
   c. Have lots of power
   d. Give commands better

3. The telephone rings and when you answer the person on the other end of the line says obscene things to you. You should:
   a. Tell them what a bad person they are
   b.* Hang up the telephone immediately and then leave the telephone off the hook for a while
   c. Tell them to call back when your parents are home
   d. Tell them you're going to call the police

4A. You are alone and the doorbell rings. The best thing for you to do is:
   a. Answer the door as quickly as possible
   b. Ask who it is and explain that you are there alone, but keep the door closed
   c.* Look out the window or through the peephole to see who it is

4B. If the person at the door is a stranger to you, the best thing for you to do is:
   a. Answer the door and find out who they are
   b.* Not answer the door at all
   c. Look the stranger over carefully and if he/she looks pretty nice, let him/her in

♦♦

TEST QUESTIONS

5A. You are home by yourself and decide to bake some pizza in the oven. Suddenly you realize the grease from the pizza has caught fire and there are big flames in the oven. The FIRST thing you should do is:
- a. Open the oven and remove the pizza from the oven as fast as possible
- b. Get a pan of water to throw on the fire
- c.* Leave the oven door closed and turn off the oven
- d. Run to the neighbor's house and call the fire department

5B. The SECOND thing you should do is:
- a.* Get the baking soda and put it on the fire
- b. Get a pan of water ready to throw on the fire
- c. Try to get the pizza out of the oven and take it outside to finish burning
- d. Run to the neighbor's house and call the fire department

5C. The THIRD thing you need to do is:
- a. Leave the house
- b. Check to see if the stove still works
- c. Call the fire department
- d.* Open some windows or doors to get the smoke out of the house

5D. AFTER the fire has completely stopped, you should:
- a. Pour water in the oven to be sure the fire is out
- b.* Remove the burned pizza from the oven when it has cooled
- c. Call the fire department
- d. Sit down and cry

5E. NOW would be a good time to:
- a. Call the fire department
- b.* Notify your parent(s) or a neighbor about what has happened
- c. Go take a nap while everything cools off
- d. Call your friends and tell them what has happened

5F. AFTER the burned pizza and the oven are completely cooled, you should:
- a.* Throw the pizza in the garbage and clean the pan
- b. Put the pizza in the refrigerator and watch some television
- c. Throw the pizza in the garbage and watch some television
- d. Put the pizza in the refrigerator and begin cleaning the oven and stove

TEST QUESTIONS

6. You come home from school and find that someone has broken into your house. The first thing you should do is:
   a. Go inside to see if anyone is still there
   b. Go inside and try to figure out what's missing so you can tell the police
   c. Scream real loud to let the intruder know you're home
   d.* Leave as quickly as possible, go to a neighbor's house and have an adult help you contact the police, and then call your parents

7. When you are home alone, a good safety precaution would be:
   a. Always keep the doors locked
   b. Don't answer the door to strangers
   c. Don't tell a phone caller you are alone
   d. Stay inside the house after dark
   e.* All of the above

20.0001-0102 Identify methods to manage when alone.

1. Some things you could do when you are alone and bored are listed below. Put an "R" on the blank by the four (4) items that are responsible behaviors.
   ___ a. Go through the drawers in your parents' bedroom
   ___ b. Watch all the television programs or videos your parents' don't like you to watch
   _R_ c. Clean your room or space and get it organized
   _R_ d. Read a good book or the newspaper
   _R_ e. Work on projects for merit badges
   _R_ f. Write a letter to someone who lives far away

2. An "Independent Ideas" Handbook is useful because:
   a. It can help me remember some ways to use my time
   b. It would have emergency telephone numbers listed and be easy to use
   c. It could have basic rules written down for me to check
   d.* All of the above

3. Some healthy snacks I could eat are listed below. Put an "H" on the blank by four (4) items that are healthy snacks.
   _H_ a. Celery filled with peanut butter or cheese
   _H_ b. Canned or fresh fruit
   ___ c. Marshmallows dipped in melted chocolate
   ___ d. Candy bars and soda pop
   _H_ e. Crackers and cheese
   _H_ f. Milk shake or frozen yogurt

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TEST QUESTIONS

20.0001-0103 Identify the advantages and disadvantages of developing skills for independence.

1. There are some positive aspects as well as some negative aspects about being independent. Some of these aspects are listed below. Put a "P" on the blank by the four (4) items that are positive aspects.

___ a. You might not know how to act in an emergency
_P_ b. You have a chance to learn to do things on your own
_P_ c. You have a chance to build your own self-concept
_P_ d. You may learn to use your time better
___ e. You might feel rejected by your friends
_P_ f. You can learn to make decisions on your own

20.0001-0104 Define the term independence.

1. The term *independence* means:
   a. You are free to do anything you want to do
   b. You can only do what your parents tell you to do
   c.* You are ready to take on more responsibilities along with more freedoms
   d. You don't have to do what your parents ask you to

20.0001-0115 List the five steps of problem solving.

1. There are five steps in problem solving. They are listed below but not in order. Put them in order by placing the numbers from 1 to 5 in front of each one.

__2_ Brainstorm possible solutions
__5_ Look back and evaluate
__1_ Identify the problem
__4_ Make a decision and act on it
__3_ Explore and evaluate possible solutions

2. Deciding on a career is a problem-solving experience.
   a.* True
   b. False

3. Problem solving is a basic skill used:
   a. Every day by a few people
   b. Once a week by everyone
   c. Once in a while by everyone
   d.* Every day by almost everyone

INDEPENDENCE

READINESS TO TAKE ON MORE RESPONSIBILITIES ALONG WITH MORE FREEDOMS

Name ________________________________ Period ________ Date _______________

DEVELOPING INDEPENDENCE

INDEPENDENCE IS: ____

____

____

THE _ _ _ _ STEPS TO _ _ _ _ _EM S _ _ V _ _ _:

❶ ____

____

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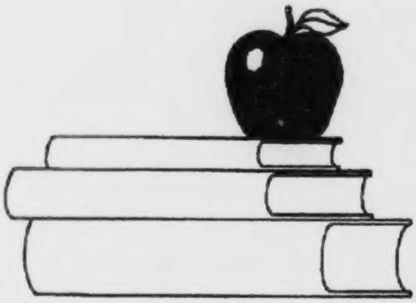

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Name ______________________ Period______ Date___________ Score _______

PROBLEM-SOLVING PRACTICE

Directions: Solve the problem below using the Five Steps of Problem Solving process.

PROBLEM: You are washing a load of clothes and the washer makes a loud noise, then overflows.

1. Identify the problem: (Write down the problem you are going to solve.)

____

2. Brainstorm possible solutions: (Write down anything that comes to mind. It does not have to be a "correct" answer.)

1. ____________ 5. ____________
2. ____________ 6. ____________
3. ____________ 7. ____________
4. ____________ 8. ____________

3. Explore and evaluate possible solutions: (Look at the solutions in #2. Decide which ones you could use and list them below. Skip the solutions you wouldn't really use.)

1. ____
2. ____
3. ____
4. ____

4. Make a decision and act on it: (Using the solutions listed in #3, choose the best solutions and list them in order—best=first, next best=second, etc.)

1. ____
2. ____
3. ____

5. Look back and evaluate: (This will be the hardest because in this practice exercise you have not actually solved a problem. Imagine you used your best solution, and think what the outcome would be. Or, look back over your first four steps, and if you had this problem to solve again, what would you do differently?)

____

Name ______________________ Period ______ Date ___________ Score ________

WHAT WOULD YOU DO?

Directions: How do you react when you face a difficult or unfamiliar problem? On the lines below each of the following situations, write what you would do.

1. When you get home from school you discover that you don't have your keys. The doors are locked and no one is at home. You need to get into the house so you can change clothes, get something to eat, and go to your practice. Several friends are waiting for you at a neighborhood park. The practice can't start until everyone arrives. What would you do?

____

____

____

2. You and a friend are shopping in a local department store. Your friend is in a hurry. Suddenly you hear a strange noise behind you. When you turn around, you see that an elderly man has fallen down. He appears to be badly hurt. No adults are nearby. What would you do?

____

____

____

3. On Monday morning you realize that the $15 you have isn't enough to pay for the things you want to buy during the week. You need to buy school lunches, a notebook and pen, and a birthday present for your little brother. You've also promised to give a dollar to the current fund raiser at school, and you're hoping to buy a new single by your favorite group. In addition, you and your friends usually go out for hamburgers and shakes at least once during the week. What would you do?

____

____

____

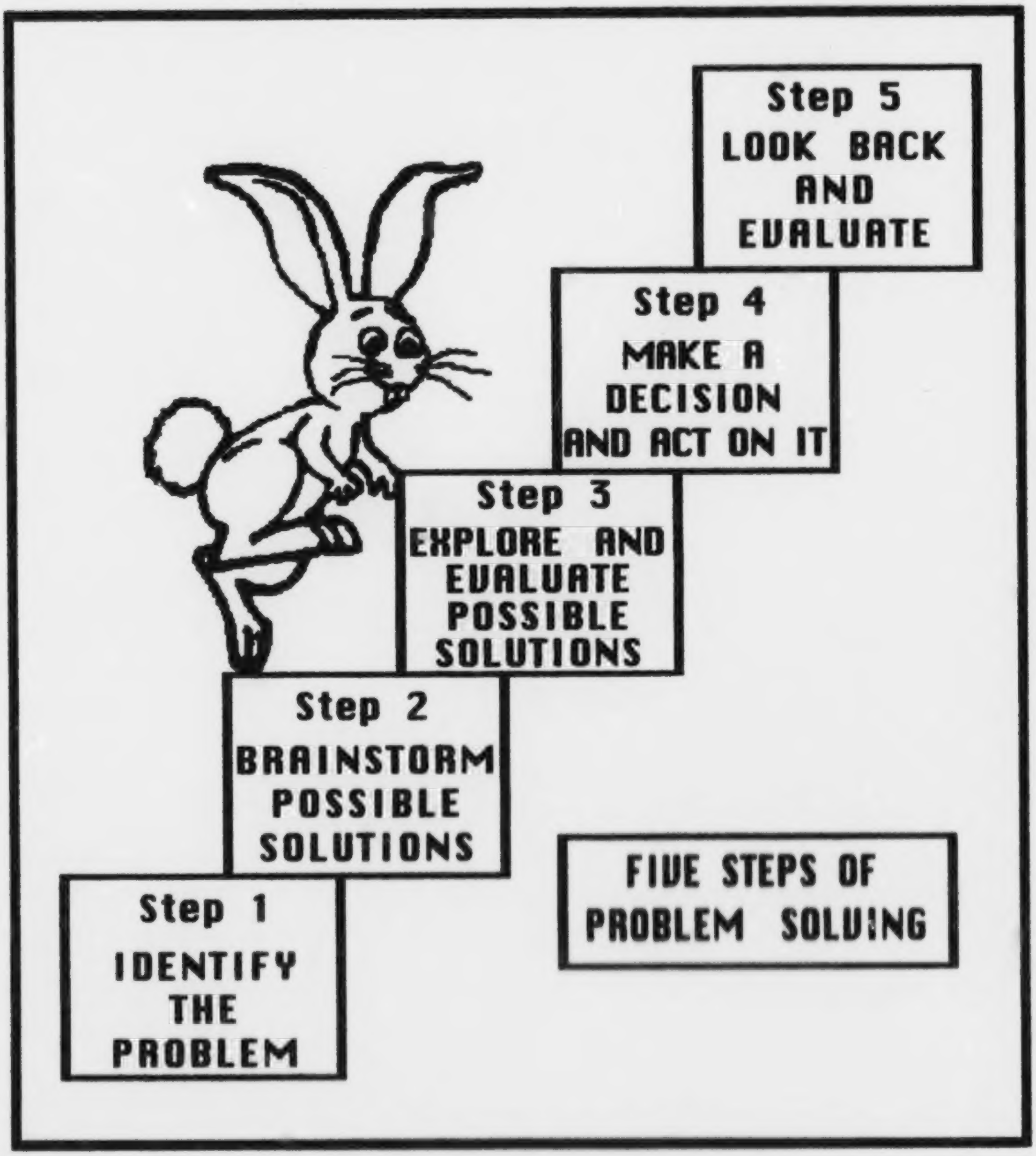
4. The teenager who just moved next door started attending your school this week. You've invited the new student to go with you and your friends to a movie this weekend. Your parents are pleased about the invitation. However, before you have a chance to tell your best friend about the plan, he/she tells you how "strange and totally uncool" the new student seems to be. What would you do?

____

____

____

FIVE STEPS OF PROBLEM SOLVING BULLETIN BOARD DIAGRAM


Step 5
LOOK BACK AND EVALUATE
Step 4
MAKE A DECISION AND ACT ON IT
Step 3
EXPLORE AND EVALUATE POSSIBLE SOLUTIONS
Step 2
BRAINSTORM POSSIBLE SOLUTIONS
Step 1
IDENTIFY THE PROBLEM
FIVE STEPS OF PROBLEM SOLVING

FIVE STEPS OF PROBLEM SOLVING

Step 1

IDENTIFY THE PROBLEM

Step 2

BRAINSTORM
POSSIBLE
SOLUTIONS

Step 3

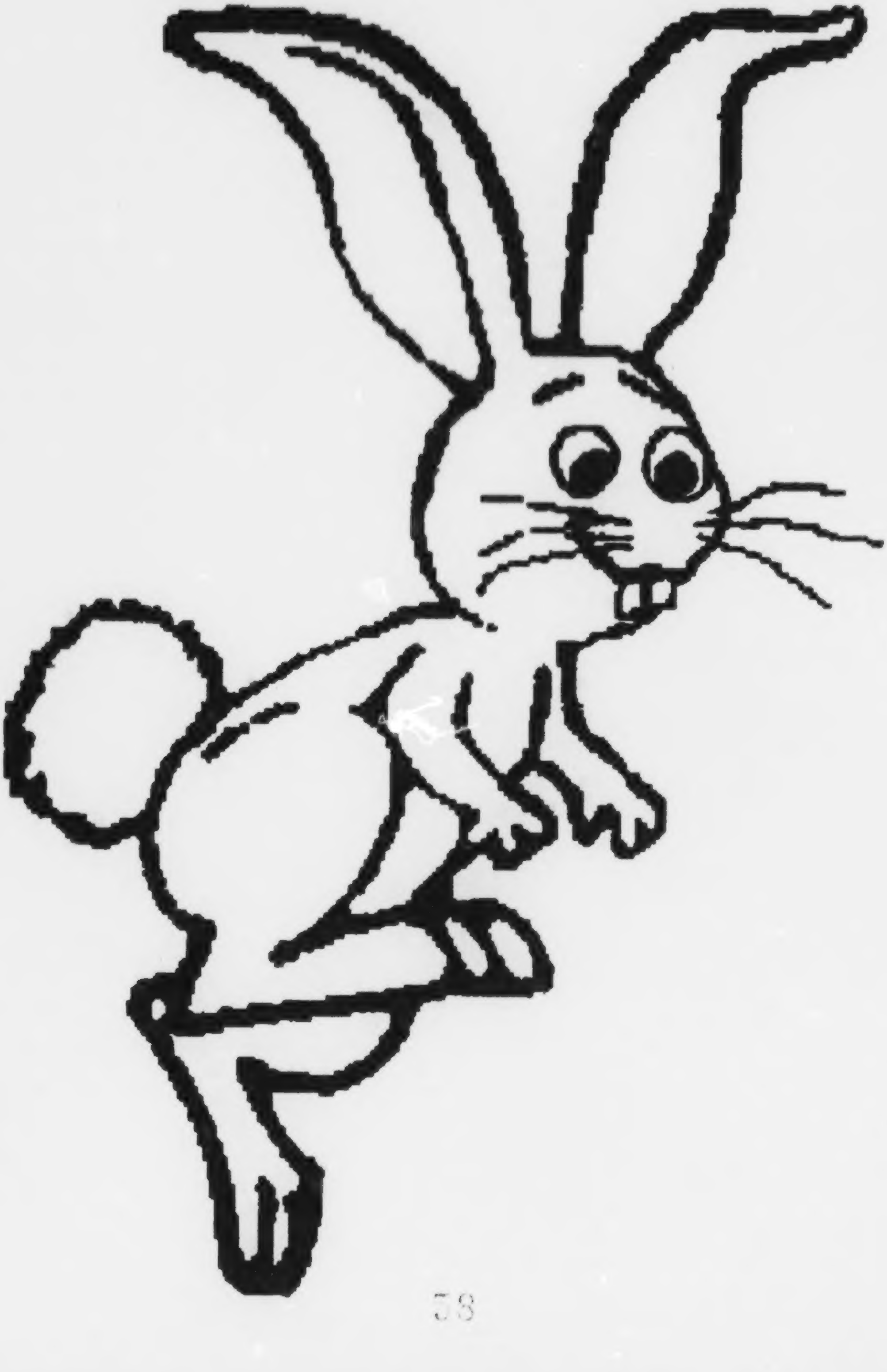
EXPLORE AND EVALUATE POSSIBLE SOLUTIONS

Step 4

MAKE A DECISION AND ACT ON IT

Step 5

LOOK BACK AND EVALUATE



NAME______________________________ PERIOD________ DATE_____________ SCORE ___________

INDEPENDENT BEHAVIORS

Directions: On the left side, write in any positive aspects of the independent behavior listed. Then on the right side, write what you might see as negative aspects of that same behavior.

POSITIVE ASPECTS	INDEPENDENT BEHAVIORS	NEGATIVE ASPECTS
____________________ ____________________	BE ABLE TO SAY "NO"	____________________ ____________________
____________________ ____________________	WORK FOR GOOD GRADES	____________________ ____________________
____________________ ____________________	TRY NEW EXPERIENCES	____________________ ____________________
____________________ ____________________	PRACTICE MAKING DECISIONS	____________________ ____________________
____________________ ____________________	PRACTICE PROBLEM SOLVING	____________________ ____________________

INDEPENDENT BEHAVIORS - PAGE 2

POSITIVE ASPECTS	INDEPENDENT BEHAVIORS	NEGATIVE ASPECTS
	OFFER TO HELP SIBLINGS	
	BE A GOOD EXAMPLE TO PEERS	
	GO TO BED ON TIME	
	LEARN A NEW SKILL	
	STAYING ALONE FOR LONGER PERIODS OF TIME	

INDEPENDENT BEHAVIORS
TEACHER KEY

POSITIVE ASPECTS	INDEPENDENT BEHAVIORS	NEGATIVE ASPECTS
AVOID RISK OF GETTING INTO TROUBLE	BE ABLE TO SAY "NO"	COULD LOSE FRIENDSHIPS/ POPULARITY
ATTAIN SENSE OF ACHIEVEMENT; BUILDS SELF-ESTEEM	WORK FOR GOOD GRADES	CAN'T PLAY ANYTIME YOU'D LIKE
EXPANDS YOUR SKILLS; MIGHT BE SOMETHING YOU ENJOY	TRY NEW EXPERIENCES	FEEL FOOLISH; MIGHT NOT ENJOY THEM
INCREASE SELF-CONCEPT; BUILDS SELF-CONFIDENCE	PRACTICE MAKING DECISIONS	MIGHT MAKE THE WRONG CHOICE
INCREASES THINKING SKILLS; BUILDS SELF-CONFIDENCE	PRACTICE PROBLEM SOLVING	MIGHT GET CONFUSED HAVE TO TAKE ON RESPONSIBILITY FOR DECISIONS

INDEPENDENT BEHAVIORS - PAGE 2

POSITIVE ASPECTS	INDEPENDENT BEHAVIORS	NEGATIVE ASPECTS
INCREASE CONFIDENCE IN HELPING OTHERS; IT'S FUN (REWARDING) TO HELP OTHERS	OFFER TO HELP SIBLINGS	THEY COULD GET HURT OR NOT WANT YOUR HELP
MAY GAIN PEERS RESPECT; FEEL GOOD ABOUT MYSELF	BE A GOOD EXAMPLE TO PEERS	RISK BEING CALLED GOODY-GOODY
BE RESTED FOR SCHOOL; KEEP HEALTHY	GO TO BED ON TIME	CAN'T STAY UP AND WATCH T.V.; MIGHT MISS FAVORITE PROGRAM
MIGHT MAKE NEW FRIENDS; BE A MORE INTERESTING PERSON	LEARN A NEW SKILL	HAVE TO PRACTICE WHEN YOU WOULD RATHER PLAY OR DO OTHER THINGS
BECOME MORE CAN RESPONSIBLE AND RELIABLE; CAN PRACTICE PROBLEM SOLVING; LEARN TO USE PROBLEM SOLVING; LEARN TO USE TIME CONSTRUCTIVELY	STAYING ALONE FOR LONGER PERIODS OF TIME	MAY BE SCARY; MAY HAVE FEARS; MAY NOT USE TIME CONSTRUCTIVELY

"INDEPENDENT IDEAS" HANDBOOK
POSSIBLE CONTENT

TOPIC NUMBER	ACTIVITY NAME	PAGE NUMBER
1	FRONT COVER	1.31
1	"TABLE OF CONTENTS" FOR INDEPENDENT IDEAS HANDBOOK	1.45
1	TELEPHONE NUMBERS	1.32
1	EMERGENCY INFORMATION	1.33
1	DOS AND DON'TS OF MY HOUSE	1.35
1	SAFETY TIPS	1.36
1	MY "RESPONSIBILITIES" AT HOME	1.37
1	FOODS I CAN PREPARE MYSELF - See Recipe Pages (Topics #12 - #18)	1.38
1	THINGS TO DO WHEN THERE'S "NOTHING TO DO"	1.39-40
1	ON MY OWN	1.43
1	TEN IMPORTANT THINGS TO REMEMBER WHEN YOU'RE ALONE	1.44
2	THINK POSITIVE AND BRIGHTEN YOUR DAY	2.13
3	* POSITIVE STRESS REDUCERS	3.18
5	* SOCIAL SKILLS	5.12
5	* MY FRIENDSHIP MIRROR	5.18
5	* MY PERFECT PERSONALITY PIE	5.19
6	* WHAT IS A FAMILY	6.26
6	* THE "NO-LOSE/WIN-WIN" METHOD	6.63-64
6	* OUR FAMILY TRADITION	6.72
6	* CELEBRATIONS AND TRADITIONS	6.73
6	* SHARING	6.82
6	* THE ADVANTAGES OF ORGANIZATION	6.86
6	* FAMILY LINKS	6.94
7	* INDIVIDUAL CAREER CHOICE INFORMATION	7.26
7	* "MY FUTURE FAMILY" WANT AD	7.39
8	* CHILD CARE SAFETY	8.23
8	* CHILD CARE PROVIDER QUALITIES	8.38
8	* KEYS FOR CAREGIVING	8.45
8	* RECIPE FOR YUM YUMMIES	8.66
8	* RECIPE FOR CAKE MIX COOKIES	8.67

"INDEPENDENT IDEAS" HANDBOOK
POSSIBLE CONTENT - PAGE 2

TOPIC NUMBER	ACTIVITY NAME	PAGE NUMBER
9	* T-L-C SEWING PERMIT	9.11
11	* SORTING THE LAUNDRY	11.17
11	* THE LAUNDRY PROCESS	11.24
11	* LAUNDRY PRODUCTS	11.26-27
11	* HOW TO IRON	11.30
11	* SEWING ON A BUTTON	11.31-32
12	* OPERATION RISK	12.17
12	* DISHWASHING STEPS/TABLESETTING GUIDE	12.26
13	* RECIPE FOR FRUIT FREEZE	13.18
13	* MEASURING TECHNIQUES	13.19-21
13	* MEASUREMENT ABBREVIATIONS/EQUIVALENTS	13.25-26
13	* RECIPE FOR EASY OATMEAL BARS	13.49
13	* RECIPE FOR OATMEAL MUNCHIES	13.51
14	* CORRECT TERMS ADD UP TO SUCCESS WITH FOOD	14.8
	* FRUIT SALAD RECIPE	14.17
16	* RECIPE FOR BANDIT BREAKFAST BISCUITS	16.15
16	* RECIPE FOR VANISHING BREAKFAST ROLLS	16.17
17	* NUTRITION STRATEGIES	17.54
17	* RECIPE FOR STIR FRY	17.57
18	* JOB APPLICATION	18.18
18	* BREAD STICK RECIPE	18.56

* These items can be completed as the related topics are covered.

"INDEPENDENT IDEAS" HANDBOOK
POSSIBLE CONTENTS - PAGE 2

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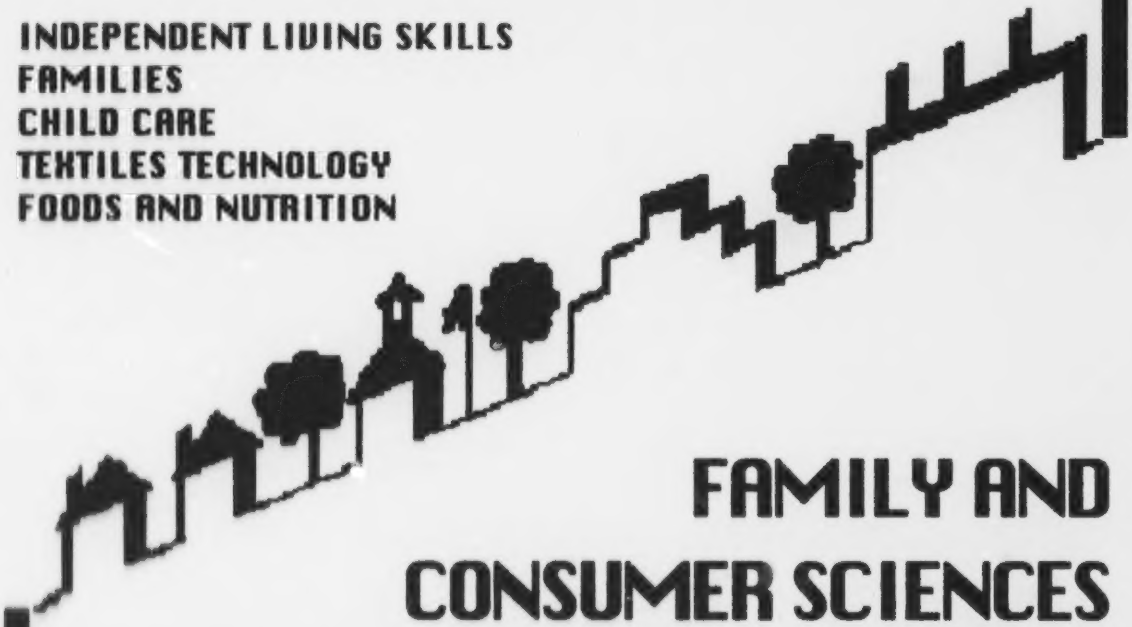
18	* JOB APPLICATION	18.18
18	* BREAD STICK RECIPE	18.56

* These items can be completed as the related topics are covered.

INDEPENDENT IDEAS

INDEPENDENT LIVING SKILLS
FAMILIES
CHILD CARE
TEXTILES TECHNOLOGY
FOODS AND NUTRITION



FAMILY AND CONSUMER SCIENCES TECHNOLOGY-LIFE-CAREERS

NAME ______________________________

SCHOOL ______________________________

INSTRUCTOR ______________________________

PERIOD ______________________________

Middle School/Junior High School Vocational CORE Curriculum
Utah State Office of Education

Name ______________________ Period _____ Date ___________ Score _________

TELEPHONE NUMBERS

EMERGENCY:

1. POLICE/FIRE/AMBULANCE ____________________
2. POISON CONTROL ____________________
3. ASK-A-NURSE ____________________
4. GAS COMPANY ____________________
5. ELECTRIC COMPANY ____________________

FAMILY:

1. PARENT'S WORK ____________________
2. PARENT'S WORK ____________________
3. GRANDPARENT ____________________
4. COUSIN OR OTHER RELATIVE ____________________
5. OTHER RELATIVE ____________________

NEIGHBORS:

1. ________________________________ ____________________
2. ________________________________ ____________________
3. ________________________________ ____________________
4. ________________________________ ____________________
5. ________________________________ ____________________

FRIENDS:

1. ________________________________ ____________________
2. ________________________________ ____________________
3. ________________________________ ____________________
4. ________________________________ ____________________
5. ________________________________ ____________________

Name ____________________ Period _____ Date _________ Score __________

EMERGENCY INFORMATION

FIRST AID:

BURNS: FIRST DEGREE ______________________________

SECOND DEGREE ______________________________

THIRD DEGREE ______________________________

NOSEBLEEDS: ______________________________

CUTS AND SCRATCHES: ______________________________

LACERATIONS: ______________________________

OTHER BLEEDING: ______________________________

INSECT BITES OR STINGS: ______________________________

VOMITING: ______________________________

POISONINGS: ______________________________

FEVER: ______________________________

UNCONSCIOUSNESS: ______________________________

ELECTRICAL SHOCK: ______________________________

SHOCK: ______________________________

STOMACH PAIN: ______________________________

VITAL SIGNS:

TEMPERATURE: ______________________________

PULSE: ______________________________

RESPIRATION: ______________________________

NOTE: IF YOU ARE UNSURE ABOUT PROPER FIRST AID, CALL A PARENT OR YOUR LOCAL EMERGENCY NUMBER. IT IS:__________________

Name ______________________ Period _____ Date _________ Score __________

EMERGENCY INFORMATION - TEACHER KEY

FIRST AID:

BURNS: FIRST DEGREE __RUN COLD WATER OVER BURNED AREA___________

SECOND DEGREE __RUN COLD WATER OVER BURNED AREA_________

THIRD DEGREE __DON'T PUT ANYTHING ON IT! GET MEDICAL HELP!__

NOSEBLEEDS: ___PINCH NOSE BELOW BRIDGE TO APPLY PRESSURE______________

CUTS & SCRATCHES: __CLEAN WITH CLEAR WATER; BANDAGE IF NECESSARY___

LACERATIONS: ___ APPLY DIRECT PRESSURE; GET MEDICAL CARE____________

OTHER BLEEDING: __APPLY DIRECT PRESSURE IF POSSIBLE; GET MEDICAL CARE_

INSECT BITES OR STINGS: _REMOVE STINGER IF NEEDED; APPLY FIRST AID CREAM___

VOMITING: _GET CONTAINER TO COLLECT VOMIT; RINSE MOUTH WITH COLD WATER___

POISONINGS: __GET PACKAGE OF POISON SOURCE AND CALL POISON CONTROL OR 911___

FEVER: ___ DRINK COOL LIQUIDS; REMAIN INACTIVE _______________________

UNCONSCIOUSNESS: __CHECK PULSE AND BREATHING_________________________

ELECTRICAL SHOCK: ___TURN OFF ELECTRICAL SOURCE; CHECK PULSE; GET MEDICAL CARE ___

SHOCK: __RAISE FEET 2 INCHES HIGHER THAN HEAD; COVER WITH BLANKET_____________

STOMACH PAIN: __GET PATIENT TO HAVE BOWEL MOVEMENT; IF FEVER OR VOMITING, ALSO, GET MEDICAL HELP ___

VITAL SIGNS:

TEMPERATURE: ________98.6 DEGREES FAHRENHEIT________________________

PULSE: _______70-90 BEATS PER MINUTE________________________________

RESPIRATION: _____16-20 BREATHS PER MINUTE___________________________

NOTE: IF YOU ARE UNSURE ABOUT PROPER FIRST AID, CALL A PARENT OR YOUR LOCAL EMERGENCY NUMBER. IT IS:___________________________

Name ______________________ Period _____ Date __________ Score __________

DOS AND DON'TS AT MY HOUSE

KITCHEN:

1. ____
2. ____
3. ____
4. ____
5. ____

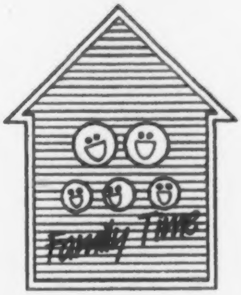
FRIENDS AND FREE TIME:

1. ____
2. ____
3. ____
4. ____
5. ____

FAMILY:

1. ____
2. ____
3. ____
4. ____
5. ____

GENERAL:



1. ____
2. ____
3. ____
4. ____
5. ____

Name ____________________ Period _____ Date __________ Score ___________

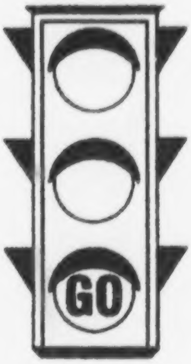
SAFETY TIPS

KITCHEN:

1. ____
2. ____
3. ____
4. ____
5. ____

PHYSICAL ACTIVITIES:

1. ____
2. ____
3. ____
4. ____
5. ____



GENERAL:

1. ____
2. ____
3. ____
4. ____
5. ____
6. ____
7. ____
8. ____
9. ____
10. ____

Name ____________________ Period _____ Date __________ Score ___________

MY "RESPONSIBILITIES" AT HOME

DAILY

1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________
5. ______________________________
6. ______________________________

WEEKLY

1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________
5. ______________________________
6. ______________________________

SEASONAL

1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________
5. ______________________________
6. ______________________________

OTHER

1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________
5. ______________________________
6. ______________________________

Name ____________________ Period _____ Date __________ Score ____________

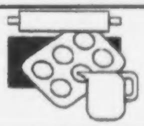
FOODS I CAN PREPARE MYSELF

*** HEALTHY SNACKS:**

1. ____________________
2. ____________________
3. ____________________
4. ____________________
5. ____________________
6. ____________________
7. ____________________
8. ____________________

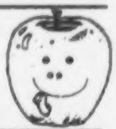
MEALS OR FOOD ITEMS:

1. ____________________
2. ____________________
3. ____________________
4. ____________________
5. ____________________
6. ____________________
7. ____________________
8. ____________________



OTHER:

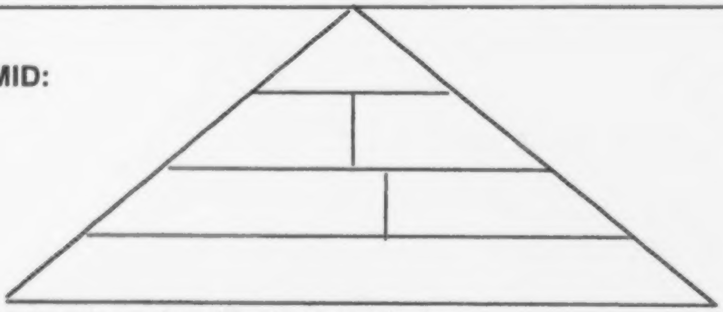
1. ____________________
2. ____________________
3. ____________________
4. ____________________
5. ____________________
6. ____________________
7. ____________________
8. ____________________



*** DIETARY GUIDELINES:**

1. ____
2. ____
3. ____
4. ____
5. ____
6. ____
7. ____

*** FOOD PYRAMID:**



* To be completed as the related topic is studied.

Name ____________________ Period _____ Date __________ Score __________

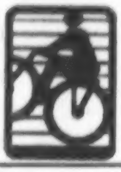
THINGS TO DO WHEN THERE'S "NOTHING TO DO"

THINGS I COULD READ:

1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________
5. ______________________________
6. ______________________________
7. ______________________________
8. ______________________________
9. ______________________________
10. ______________________________

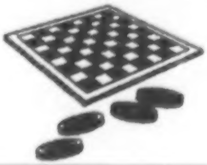
RANDOM ACTS OF KINDNESS I COULD DO:

1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________
5. ______________________________
6. ______________________________
7. ______________________________
8. ______________________________
9. ______________________________
10. ______________________________



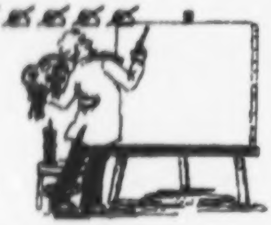
PHYSICAL ACTIVITIES I COULD DO:

1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________
5. ______________________________
6. ______________________________
7. ______________________________
8. ______________________________
9. ______________________________
10. ______________________________



GAMES I COULD PLAY BY MYSELF OR WITH SOMEONE ELSE:

1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________
5. ______________________________
6. ______________________________
7. ______________________________
8. ______________________________
9. ______________________________
10. ______________________________



THINGS TO DO WHEN THERE'S "NOTHING TO DO" - PAGE 2

ARTS AND CRAFTS OR OTHER CREATIVE ACTIVITIES I COULD DO:

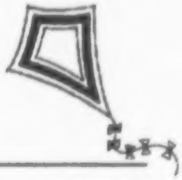
1. ____________________
2. ____________________
3. ____________________
4. ____________________
5. ____________________
6. ____________________
7. ____________________
8. ____________________
9. ____________________
10. ____________________

SERVICE PROJECTS I COULD DO OR HELP WITH:

1. ____________________
2. ____________________
3. ____________________
4. ____________________
5. ____________________
6. ____________________
7. ____________________
8. ____________________
9. ____________________
10. ____________________

COMMUNITY ACTIVITIES IN WHICH I COULD PARTICIPATE:

1. ____________________
2. ____________________
3. ____________________
4. ____________________
5. ____________________
6. ____________________
7. ____________________
8. ____________________
9. ____________________
10. ____________________



OTHER THINGS I COULD DO:

1. ____________________
2. ____________________
3. ____________________
4. ____________________
5. ____________________
6. ____________________
7. ____________________
8. ____________________
9. ____________________
10. ____________________

Name ____________________ Period _____ Date __________ Score ___________

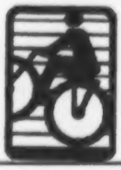
THINGS TO DO WHEN THERE'S "NOTHING TO DO" - TEACHER KEY

THINGS I COULD READ:

1. __Books____________________
2. __Magazines____________________
3. __Newspaper____________________
4. __School newspaper____________________
5. __Homework____________________
6. ____________________
7. ____________________
8. ____________________
9. ____________________
10. ____________________

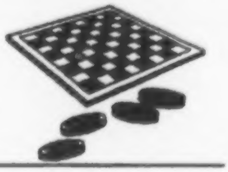
RANDOM ACTS OF KINDNESS I COULD DO:

1. __Empty the garbage____________
2. __Make someone else's bed________
3. __Pick up clutter at home__________
4. __Put dishes in dishwasher_________
5. __Empty dishwasher______________
6. ___Help fold the laundry__________
7. ___Wash the car______________
8. ___Read to a younger sibling______
9. ____________________
10. ____________________



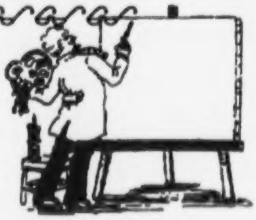
PHYSICAL ACTIVITIES I COULD DO:

1. __Ride a bike____________________
2. __Play ball____________________
3. __Exercise____________________
4. __Run or walk a mile or two_________
5. ____________________
6. ____________________
7. ____________________
8. ____________________
9. ____________________
10. ____________________



GAMES I COULD PLAY BY MYSELF OR WITH SOMEONE ELSE:

1. __Checkers____________________
2. __Chess____________________
3. __Dominoes____________________
4. __Solitare____________________
5. __Monopoly____________________
6. ____________________
7. ____________________
8. ____________________
9. ____________________
10. ____________________



THINGS TO DO WHEN THERE'S "NOTHING TO DO" - PAGE 2 - TEACHER KEY

ARTS AND CRAFTS OR OTHER CREATIVE ACTIVITIES I COULD DO:

1. __Paint or draw a picture____________
2. __Make or build something___________
3. __Tole paint____________________
4. __Crochet, embroider, knit__________
5. __Leather work__________________
6. ____________________________
7. ____________________________
8. ____________________________
9. ____________________________
10. ____________________________

SERVICE PROJECTS I COULD DO OR HELP WITH:

1. __Church______________________
2. __School______________________
3. __Civic clubs___________________
4. __Community___________________
5. __Red Cross____________________
6. __Read to someone ____________
7. __Work on fund raiser___________
8. ____________________________
9. ____________________________
10. ____________________________

COMMUNITY ACTIVITIES IN WHICH I COULD PARTICIPATE:

1. __Soccer league_________________
2. __Basketball league______________
3. __Softball team_________________
4. __Help with the county fair__________
5. ____________________________
6. ____________________________
7. ____________________________
8. ____________________________
9. ____________________________
10. ____________________________

OTHER THINGS I COULD DO:

1. __Prepare or start dinner___________
2. __Organize a closet, drawer_________
3. __Do a jigsaw puzzle______________
4. __Do a crossword puzzle___________
5. __Begin or work on a collection_______
6. __Fix, repair, or mend something_____
7. __Write a letter__________________
8. __Groom your pet_________________
9. __Learn something on the computer_
10. __Work on merit badges_________
11. __Practice a musical instrument___
12. __Learn something new__________

Name ____________________ Period _____ Date __________ Score ___________

"ON MY OWN"
ABBREVIATED VERSION

RESPONSIBILITIES

1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________
5. ______________________________

TELEPHONE NUMBERS

1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________
5. ______________________________

SAFETY TIPS

1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________
5. ______________________________

EMERGENCY INFORMATION

1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________
5. ______________________________

THINGS TO DO WHEN THERE'S NOTHING TO DO

1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________
5. ______________________________
6. ______________________________
7. ______________________________
8. ______________________________

FOODS I CAN PREPARE MYSELF

1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________
5. ______________________________
6. ______________________________
7. ______________________________
8. ______________________________

TEN IMPORTANT THINGS TO REMEMBER WHEN HOME ALONE

1. **PHONE LISTS**
   Keep a list of important numbers including parents' work numbers, relatives, and trusted friends and neighbors.

2. **LOCK ALL DOORS AND WINDOWS**
   The most frequent entrance of intruders are back doors and windows.

3. **DON'T SCARE YOURSELF**
   Television and movies can create mind monsters. Change the channel or call a friend.

4. **CHECK OUT THE NOISE**
   Don't panic! Instead of waiting and wondering, look out the window from a dark room. If the noise is inside, turn on the lights.

5. **ANSWERING THE DOOR**
   Never just open the door. Peek out a window to identify the person. If it's a stranger, keep an eye on him/her until he/she leaves.

6. **ANSWERING THE TELEPHONE**
   Don't reveal the fact that you are alone. Prepare a response such as, "My mom is busy now. Can I take a message?"

7. **OBSCENE TELEPHONE CALLS**
   Don't be fooled by friendly voices that ask a lot of questions about your age, clothing, or private areas of your body. (HANG UP IMMEDIATELY AND ALWAYS REPORT THIS TYPE OF CALL TO YOUR PARENT(S) AS SOON AS POSSIBLE.)

8. **DON'T WANDER AWAY FROM YOUR HOUSE**
   Always tell someone where you are going and for how long. A parent arriving home will expect the worst if the child is not there when he/she arrives.

9. **BE CAUTIOUS**
   Be extra careful when using electrical appliances or anything that can cause a fire.

10. **CALL THE POLICE (OR SHERIFF) FOR ANY EMERGENCY**
    In many areas, "911" includes the police, fire, and ambulance service. If this is not the correct number where you live, write it here: ______________

From "Tuned-In: For Kids' Sake" KTVX Newsletter, Fall 1989.

Be sure to include this sheet in your "Independent Ideas" Handbook.

Name ____________________ Period _____ Date __________ Score ___________

"INDEPENDENT IDEAS" HANDBOOK
TABLE OF CONTENTS

TOPIC	ACTIVITY	SCORE
1. ______	______	______
2. ______	______	______
3. ______	______	______
4. ______	______	______
5. ______	______	______
6. ______	______	______
7. ______	______	______
8. ______	______	______
9. ______	______	______
10. ______	______	______
11. ______	______	______
12. ______	______	______
13. ______	______	______
14. ______	______	______
15. ______	______	______
16. ______	______	______
17. ______	______	______
18. ______	______	______
19. ______	______	______
20. ______	______	______
21. ______	______	______
22. ______	______	______
23. ______	______	______
24. ______	______	______
25. ______	______	______

INDEPENDENT LIVING SKILLS

TOPIC #2: Self-Concept ***TIME PERIOD:*** 0-2 days

CORE STANDARD #1: Individual: The students will examine the principles of personal development related to self-awareness and relationships.

OBJECTIVE: Students will analyze the relationship between self-concept and self-packaging.

INDEPENDENT LIVING SKILLS (COMPETENCIES):

20.001-0105	Define the term *self-concept*.
20.001-0106	Identify ways self-concept is reflected.
20.001-0107	Analyze importance of personal presentation.

LIFE SKILLS:

* Lifelong Learning
* Complex Thinking
Effective Communication
Collaboration
Responsible Citizenship
* Employability

RELATED CAREERS:	***OCCUPATIONAL CLUSTERS:***
All	All

LIST OF STUDENT ACTIVITIES:		***SUPPLIES REQUIRED:***
1.	Generic vs. Brand Name Products (Motivator)	One generic package and one brand name package of the same product AND/OR Unusual or out-of-fashion clothes
2.	Self-Concept Reflections	Small poster or overhead transparency of "Self-Concept" definition (2.9)
➧ 3.	Self-Packaging Activity	Lunch-size paper bags Overhead transparency (2.10) Copies of student activity guide (2.11)
4.	Think Positive and Brighten Your Day	Copies of student activity guide (2.13)
5.	"The Outside and the Inside" Object Lesson	Two candy bars (One with the contents removed and replaced)

◆

PROCEDURE

CONCEPT: The way we dress, or package ourselves, is one way our self-concept is reflected to others, as well as affecting our own self-concept.

1. ***GENERIC VS. BRAND NAME PACKAGED PRODUCT (MOTIVATOR)***
   Using a generic package and a brand name package of the same product, discuss with the students:

   a. Does appearance make a difference in the way you think the product will taste?

   b. Does appearance influence your choice when buying the product?

   c. Which product looks better? Why?

   d. Which packaging probably costs more?

   e. Which packaging took more time to prepare?

   f. Which packaging shows concern for the image of the product?

   CAUTION: To eliminate the possibility of racial connotation, it is recommended that "Oreo-type" cookies not be used for this illustration.

AND/OR

The teacher could dress up for the beginning of class by wearing unusual or out-of-fashion clothes, boots, etc., and then discuss with the students:

a. Does appearance make a difference in the way you see a person?

b. How are the clothes we wear similar to the packaging on an item purchased in a store?

c. Do you care about what people think of the way you dress? Why?

d. Do your clothes represent some things you think are important?

e. Does your appearance make a statement about you to others? How? Why or why not?

◆

2. ***SELF-CONCEPT REFLECTIONS***

Using an overhead transparency or small poster, discuss with the students the definition of the term "self-concept" and the meaning thereof (page 2.9).

SELF-CONCEPT = HOW YOU FEEL ABOUT YOURSELF

Help the students to understand the role self-concept plays in the overall success of an individual. A brief discussion regarding the advantages of a good self-concept vs. the disadvantages of a poor self-concept might help the students understand the importance of a good self-concept.

Help the students recognize other ways one's self-concept is reflected by identifying some of them, such as:

- Our grades
- How we talk to others
- How our room looks
- How we treat our friends and family
- The books we read or the shows we see
- How we look and how we act.

◆ 3. ***SELF-PACKAGING ACTIVITY***

Have the students take paper bags and design the exterior of the bags to give full information about the products (themselves). Have the students use the labels found on the PERSONAL LABELING INFORMATION student activity guide (page 2.11) to reveal their own personal contents. Encourage the students to decorate their self-packages in such a way that they would be attractive to themselves and others.

Make an overhead transparency of the PERSONALITY TRAITS AND CHARACTERISTICS teacher resource (page 2.10) to assist the students in finding accurate terms to describe themselves.

NOTE: This activity will be more successful if the teacher completes a self-package as an example prior to class and has some product packages for each group to observe as they work.

After the students have completed their self-packages, display the students' packages where class members can look at them. Ask students to share their packages with the class by reading one or more of their labels. Discuss with the students:

a. Does this activity relate to your real life? (Yes, we "package" ourselves every day. The way we dress and speak are parts of our self-packaging.)

b. Does your package reflect your self-concept? How?

c. Did you have a hard time writing positive things about yourself?

d. How does your "packaging" influence your life? Your school work? Your friends? Your career?

e. Think of the way you "packaged" yourself the last time you went to a movie or the grocery store. What were you telling other people about yourself?

f. Does an employer care about the way you are "packaged"? Why?

g. How does a person's self-concept affect his/her performance on the job?

The teacher should help the students understand how a person's self-concept affects his/her ability to maintain a job and work at a career. Developing a positive self-concept will help a student prepare for whatever job he/she will have or career he/she will choose.

NOTE: This activity fulfills the collage activity recommended in the T-L-C Guidance and Counseling curriculum on page 12.

4. ADDITIONAL ACTIVITY OPTION:
THINK POSITIVE AND BRIGHTEN YOUR DAY

Have the students complete the student activity guide, THINK POSITIVE AND BRIGHTEN YOUR DAY, on page 2.13. The instructor will also need to use an overhead transparency of page 2.10 in this activity. When the students have completed the section on themselves, have them work in pairs and discuss the accuracy of their self-perceptions. Then have the students complete the second section on one of their friends or a family member. This activity steers the students into looking for the positive side of themselves and their friends or family members rather than always pointing out the negatives.

This activity could also be used as an extra credit or out-of-class option.

◆

5. ***THE OUTSIDE AND THE INSIDE OBJECT LESSON***

Using two of the same kind of candy bars (cookie bag, cracker box, etc.), leave one as you purchased it, and remove the ingredients (insides) of the other one and replace it with some sort of garbage, rocks, or sawdust, but retain the wrapper so it looks unchanged. Have two students pick the candy bars they would like to eat and allow them to open the bars in front of the class. Using the candy bars as an analogy, lead the class in a brief discussion regarding:

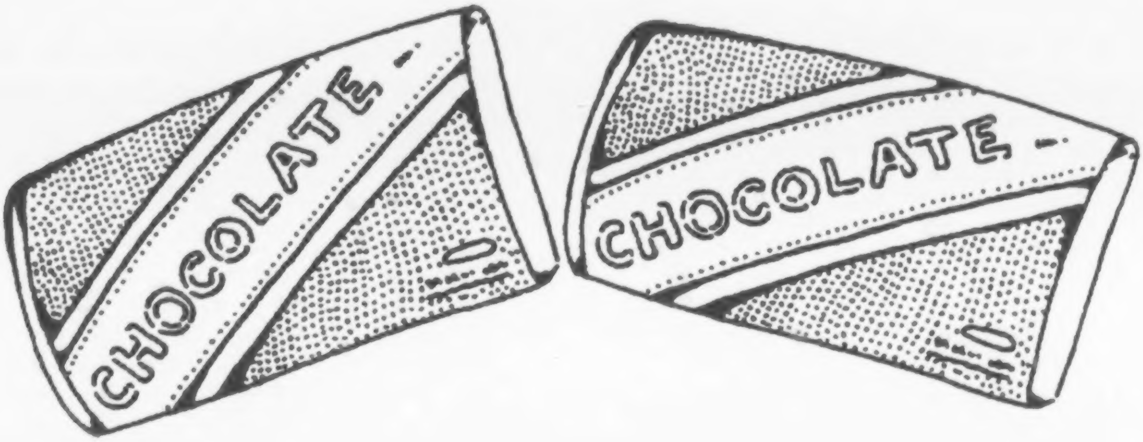
a. The importance of the "inside" image as well as the "outside" image or packaging

b. The fact that the "outside" image or packaging can only cover the "inside" image temporarily

c. The concept that in order to sell one's self repeatedly, the "inside" image must also be attractively packaged

d. The role one's "inside" image plays on one's self-concept.

SUMMARY: The way we dress influences our self-concept and sends a message to others regarding the way we feel about ourselves.



INDEPENDENT LIVING SKILLS

TOPIC #3: Stress Management ***TIME PERIOD:*** 1-3 days

CORE STANDARD #1: Individual: The students will examine the principles of personal development related to self-awareness and relationships.

CORE STANDARD #4: Careers: The students will explore careers related to family and consumer sciences and health occupations, identifying skills which are applicable for both the home and the school/ workplace, and the impact of career choices on family lifestyles.

OBJECTIVE: Students will discuss stress as a natural part of living and identify methods of stress reduction for personal use through classroom activities.

INDEPENDENT LIVING SKILLS (COMPETENCIES):

20.0001-0108	Analyze ways stress impacts individuals physically, emotionally, socially, and at home/school/workplace.
20.0001-0109	Identify various types of personal stressors.
20.0001-0110	List positive ways to reduce stress.
20.0001-0111	Define "stress-related" terms.
20.0001-0441	Name careers that help others deal with stress.

LIFE SKILLS:

* Lifelong Learning
Complex Thinking
Effective Communication
Collaboration
* Responsible Citizenship
* Employability

RELATED CAREERS:	***OCCUPATIONAL CLUSTERS:***
Psychiatrist	Social-Humanitarian; Family and Consumer Sciences
Psychologist	Social-Humanitarian; Family and Consumer Sciences
Social Worker	Social-Humanitarian; Family and Consumer Sciences
Counselor	Social-Humanitarian; Family and Consumer Sciences

	LIST OF STUDENT ACTIVITIES:	***SUPPLIES REQUIRED:***
1.	Personal Stress Test (Motivator)	Student copies of stress test "What's My Stress Level?" (3.10)
➧ 2.	Stress-Related Terms	Small posters or overhead transparencies or stress-related terms and definitions (3.11-3.14)
3.	Stress Poster or Bulletin Board	Poster paper or bulletin board with the "Stressed Person" illustration (3.15) and the word STRESS in large letters, and the words STRESSORS and REDUCERS in medium letters (3.16-3.17) One (1) small piece of paper for each student Stapler or thumb tacks or push pins
➧ 4.	Classroom Discussion on Stress	List of items to be included in discussion (3.4)
➧ 5.	Stress Reduction Activities	
	A. Positive Stress Reducers	Copies of student activity guide (3.18)
	B. "Color Blue Activity"	Teacher instructions (3.19)
	C. Biodots	Biodots for each student (optional)
6.	Positive Aspects of Stress	Chalkboard, chalk
7.	Identification of Related Careers	Career information (3.20-3.21) Career posters (pages 3.22-3.25)

◆

CORE TEST QUESTION BANK

UNIT: **INDEPENDENT LIVING SKILLS**

TOPIC: **SELF-CONCEPT**

20.001-0105 Define the term self-concept.

1. "Self-concept" is:
   - a. How others feel about me
   - b.* How I feel about myself
   - c. How well I do things
   - d. How my family sees me

2. Having a good self-concept helps a person be more successful in life.
   - a.* True
   - b. False

3. Having a good self-concept is sort of like saying,
   - a. "I don't like myself"
   - b.* "I like myself"
   - c. "My parents are okay"
   - d. "I'm better than everyone else"

4. It doesn't make any difference if a person has a good self-concept or not because everyone grows up just the same anyway.
   - a. True
   - b.* False

20.001-0106 Identify ways self-concept is reflected.

1. Place a check by the four (4) items listed below that reflect one's self-concept:
   - __*_ a. The grades I get
   - __*_ b. The way I dress and how my room looks
   - __*_ c. How I treat my friends and family
   - _____ d. How close I live to the school
   - __*_ e. Who my friends are
   - _____ f. Who is the school principal

2. When we think about ourselves, we need to:
   - a. Consider only our good points.
   - b. Consider only our weak points.
   - c.* Consider our good points and our weak points.
   - d. Consider the good points of our parents.

◆ ◆ ◆

TEST QUESTIONS

20.001-0107 Analyze importance of personal presentation.

1. The way we "package" ourselves each day influences:
   - a. How we act and feel about ourselves
   - b. How our friends and our families feel about us
   - c.* Both a and b
   - d. Neither a or b

2. Employers like their employees to come to work "packaged" neatly because:
   - a. The employees show more pride in their work
   - b. It gives the company a more professional image
   - c.* Both a and b answers are correct
   - d. Neither a or b answers are correct

3. "Personal packaging" is similar to:
   - a.* Advertising a product
   - b. Registering for school
   - c. Watching television
   - d. Helping with the housework

4. Our daily "packaging" includes:
   - a. How many books we own
   - b. How many clothes we have
   - c.* How we look and how we act
   - d. The school we attend

SELF-CONCEPT

HOW YOU FEEL ABOUT YOURSELF

PERSONALITY TRAITS AND CHARACTERISTICS

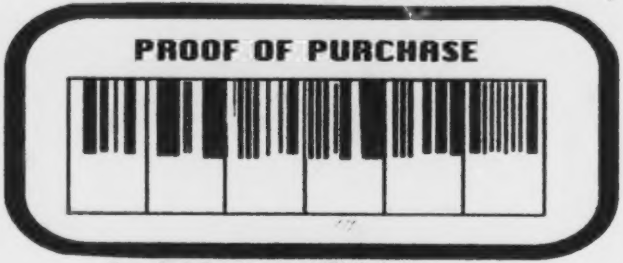
Creative
Understanding
Adventurous
Mechanical
Organized
Studious
Sociable
Nonconforming
Adaptable
Patient
Inquisitive
Diplomatic
Cooperative
Responsible
Generous
Dependable
Confident
Independent
Persuasive
Careful
Imaginative
Sympathetic
Communicative
Precise
Rational
Thoughtful
Critical
Philosophical
Idealistic
Methodical
Ambitious
Honest
Cooperative
Sense of Humor
Intelligent
Helpful
Strong
Shy
Excitable
Tolerant
Compassionate
Logical
Competitive
Quiet
Talkative
Sincere
Friendly
Cheerful
Courageous
Easy-Going
Enthusiastic

Name ______________________ Period _____ Date ___________ Score _____

PERSONAL LABELING INFORMATION

Directions: If you could package yourself to sell, what labels would you use to attract a buyer (like a product in a store)? Below are blocks of information found on packages. Use these guides to label yourself. (You can't use information except for what's on the labels!)

1. Fill in each label with information about yourself and glue them on your package (paper sack).
2. Each label must have at least four pieces of information on it, except the proof of purchase and the name of the product.
3. After the information is on the labels, you may decorate your labels and sack, if you want.
4. Turn in the finished sack and clean up where you have been working.



Proof of Purchase = Birthday.
Use two slots for the month,
two for the day, two for the year.
Example: June 28, 1984 = 06 28 84

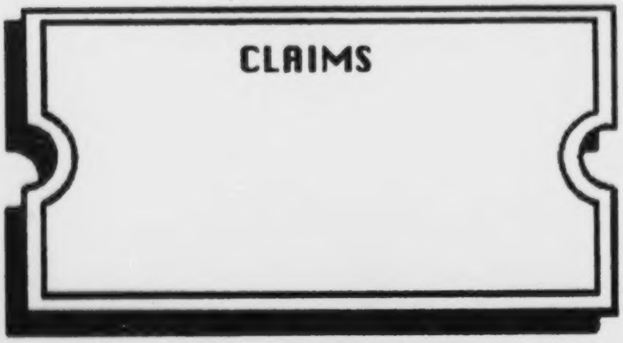
NAME OF PRODUCT

Name: Your name (nickname may also be added).

Cautions: Your dislikes, fears, or things that make you nervous or upset.

INGREDIENTS

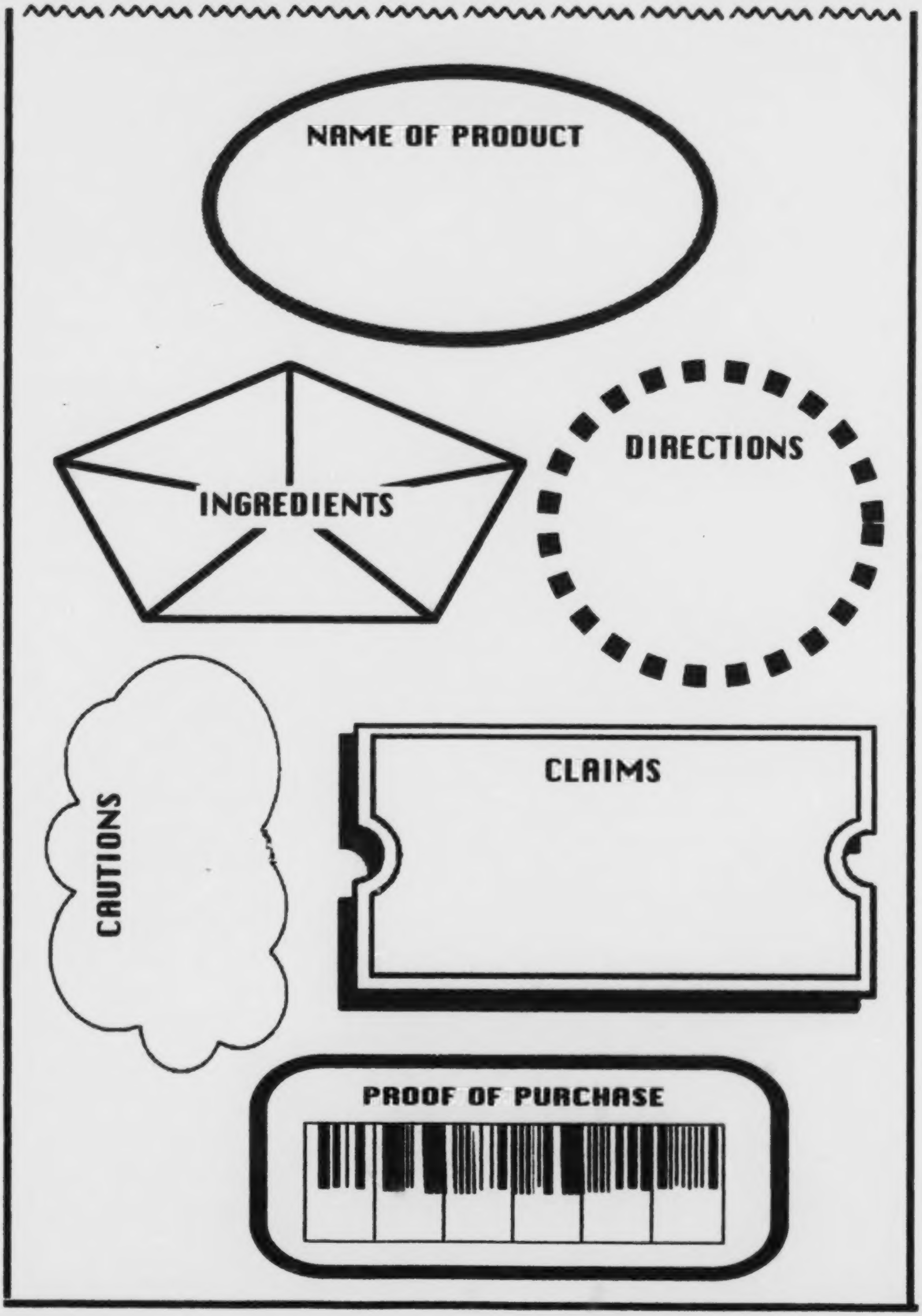
Ingredients: Your inner self/personality traits, NOT your physical traits.



Claims: Your talents, interests, hobbies, what you can do well.

DIRECTIONS

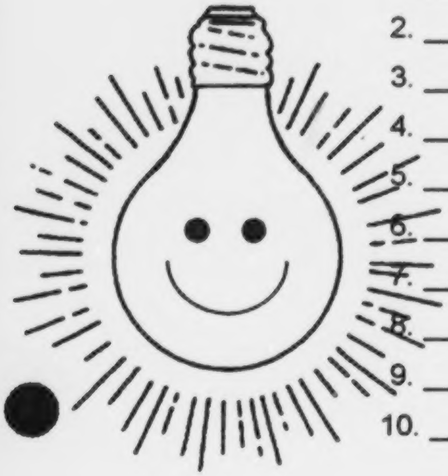
Directions: How to handle or care for you; your specific needs.


NAME OF PRODUCT
INGREDIENTS
DIRECTIONS
CAUTIONS
CLAIMS
PROOF OF PURCHASE

Name ______________________ Period _____ Date ___________ Score _____

THINK POSITIVE AND BRIGHTEN YOUR DAY

Directions: Concentrate and list 10 positive characteristics of yourself. After you have listed them, think about how you are feeling about yourself.



1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________
5. ______________________________
6. ______________________________
7. ______________________________
8. ______________________________
9. ______________________________
10. ______________________________

Directions: Now, choose someone you have a difficult time liking or getting along with. Do not tell anyone or write down their name. This person could be a family member. List at least five (5) positive characteristics of this person. (6-10 = extra credit!)

1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________
5. ______________________________
6. ______________________________
7. ______________________________
8. ______________________________
9. ______________________________
10. ______________________________

PROCEDURE

CONCEPT: All people have "stressors" (things that create stress) in their lives. However, there are activities that can relieve or reduce stress.

1. ***PERSONAL STRESS TEST (MOTIVATOR)***

It is recommended that the teacher verbally go through the stress test, WHAT'S MY STRESS LEVEL? (page 3.10) with the class and have each student complete his/her own test as they progress through each item. This gives the teacher an opportunity to answer questions and talk through any necessary items.

NOTE: The purpose of this activity is to help identify causes of stress, not cause stress to the students!

◆ ***2.*** ***STRESS-RELATED TERMS***

Using the small posters (pages 3.11 to 3.14), introduce and discuss the following stress-related terms and their definitions:

STRESS: **MENTAL AND/OR PHYSICAL TENSION**
(A state of the body and mind that is a natural part of living and may be either helpful or harmful)

DISTRESS: **ANXIETY OR SUFFERING DUE TO EXCESSIVE STRESS**
(May cause illness or disease)

STRESSOR: **ANYTHING THAT CAUSES STRESS OR TENSION**
(May be emotional, physical, mental)

STRESS REDUCER: **ANY ACTION OR ACTIVITY THAT RELIEVES OR REDUCES STRESS**

3. ***"STRESS" POSTER OR BULLETIN BOARD***

Place the "Stressed Person" illustration (page 3.15) and the word "STRESS" (page 3.16) across the top of a poster or bulletin board. Divide the remaining space in half and place the words "STRESSORS" and "REDUCERS" (page 3.17) at the top of these sections. (See diagram on page 3.4.) Give each student one (1) small piece of colored paper (maybe Post-It notes) and have the students write one thing that causes them stress on the small piece of paper (without their names and without using anyone else's name). Put these under "STRESSORS" on the bulletin board, categorizing them somewhat to reduce them to about five or six common "STRESSORS" to use as the discussion continues.

STRESS

STRESSORS	REDUCERS

♦ 4. **CLASSROOM DISCUSSION ON STRESS**

Discuss the following items:

a. The various stressors identified by the students.

b. Why it is important to recognize excess stress.

c. The fact that people react differently to stress and the amount they can handle.

d. What stress can do to you emotionally.
Examples: may cause depression, moodiness

e. What stress can do to you physically.
Example: may cause illness

f. What stress can do to you socially.
Examples: may cause impatience, withdrawal

g. What stress can do to you at school/on the job.
Examples: may cause poor performance, accidents

h. Why it is important to learn how to handle excess stress.

i. How you know when you have too much.

♦ 5. STRESS REDUCTION ACTIVITIES

A. Positive Stress Reducers

Working with the student activity guide POSITIVE STRESS REDUCERS (page 3.14), review the various types of stress reducers with the students and have them underline the actions or activities they think would work for them. Direct the discussion toward identifying specific stress reducers to fit the five or six main causes previously identified in Activity 3: "Stress Poster or Bulletin Board." Be sure all the suggestions on the student activity guide are reviewed with the students. Ask the students to identify additional actions or activities that could be added to the list. Again, condense the stress reducing activities to about five or six common categories and put them under "REDUCERS" on the bulletin board.

B. "Color Blue" Activity

Use the "Color Blue" Activity (page 3.19) as a means of relaxing class members and demonstrating one method of reducing stress. At the end of the activity, explain that this is a good activity the students can do by themselves when the need occurs.

C. Biodots

Each student can be given a biodot to determine their current level of stress. This is done by placing the dot on the hand, leaving it there for a short period of time, and observing any color change. (See page 3.6 for purchasing information.)

The POSITIVE STRESS REDUCERS student activity guide could be included in the "Independent Ideas" Handbook.

6. POSITIVE ASPECTS OF STRESS

Review with the students some of the positive aspects of stress, the main stressors they have, and some of the simple techniques they can use to combat stress. Try to help students feel that they can control their stressful feelings and take charge of their lives.

Some examples of positive aspects of stress that can be included are:

- We have to use our time better
- We concentrate more to meet a goal
- We try harder
- We can experience accomplishments
- We learn about ourselves

♦♦

7. *IDENTIFICATION OF RELATED CAREERS*

Identify the careers related to stress management by using the career information (pages 3.20-3.21) and the career posters (pages 3.22-3.25). These posters can be hung in the room or displayed in the presentation area for reference as the teacher talks about these careers.

The software, CHOICES and/or CHOICES, JR., is available in your career counseling center to obtain current salary and job demand information regarding the careers listed, as well as any other related careers.

SUMMARY: Stress is a normal, natural part of everyone's life. A stressor is something which causes us stress. We can take specific steps to relieve some of the stress we experience.

TEACHER RESOURCES:

1. Biodot International, Inc., P. O. Box 2246, Indianapolis, IN 46206, AC 317-637-5776.
2. Utah Wage Rate$, 1995, Utah Department of Employment Security, 801-536-7800.

CORE TEST QUESTION BANK

UNIT: **INDEPENDENT LIVING SKILLS**

TOPIC: **STRESS MANAGEMENT**

20.0001-0108 ***Analyze ways stress impacts individuals physically, emotionally, socially, and at home/school/workplace.***

1. Stress can affect:
   a. Our emotions
   b. Our physical well-being
   c. Our relationships with friends and family
   d.* All of the above

2. Listed below are some ways we can be affected by stress. Some are positive aspects; some are negative aspects. Put a "P" in front of the three (3) positive aspects listed.

________ a. We become moody and impatient
___P___ b. We have to use our time better
________ c. We withdraw from others and hold back our feelings
___P___ d. We concentrate more to meet a goal
________ e. We perform poorly both at school and home
___P___ f. We try harder

3. Place a check by the four (4) items that could be signs of excessive stress.

___*___ a. Fatigue
________ b. Being relaxed
___*___ c. Crying easily
___*___ d. Angry outbursts
________ e. Healthy appetite
___*___ f. Inability to cope

TEST QUESTIONS

20.0001-0109 Identify various types of personal stressors.

1. Place a check by each of the four (4) items that could cause extra stress to a person.

___*__ a. You received a failing grade
___*__ b. You had a fight with your parents
___*__ c. One of your parents lost his/her job
___*__ d. You are on an athletic team or dance group
______ e. You have all of your homework completed for tomorrow
______ f. You finished your duties at home before you watched television

20.0001-0110 List positive ways to reduce stress.

1. Place a check by the three (3) items that can help to reduce the impact of stress in your life.

___*__ a. Get enough sleep, rest, and exercise regularly
______ b. Start doing your homework close to bedtime
___*__ c. Complete tasks on time
______ d. Yell at other family members
______ e. Find someone else to blame when things go wrong
___*__ f. Get your school clothes ready at night for the next day

20.0001-0111 Define "stress-related" terms.

1. Anxiety or suffering due to excessive stress is called:
   a. Stress
   b.* Distress
   c. Stressor
   d. Stress reducer

2. Anything which causes stress or tension is called a:
   a. Stress
   b. Distress
   c.* Stressor
   d. Stress reducer

◆◆◆

TEST QUESTIONS

3. Mental and/or physical tension is called:
   a.* Stress
   b. Distress
   c. Stressor
   d. Stress reducer

4. Any action or activity that relieves or reduces stress is called (a):
   a. Stress
   b. Distress
   c. Stressor
   d.* Stress reducer

5. Stress:
   a. Is natural
   b. Can be good if controlled and monitored
   c. Can cause physical harm if excessive
   d.* All of the above answers are true

6. Match the terms on the left with the definitions on the right by putting the letter of the term in the space before the definition.

a.	Stress	__b__	Anxiety or suffering due to excessive stress
b.	Distress	__c__	Anything that causes stress or tension
c.	Stressor	__a__	Mental and/or physical tension
d.	Stress Reducer	__d__	Any action or activity that relieves or reduces stress

20.0001-0441 Name careers that help others deal with stress.

1. Some medical career persons that help people deal with stress are:
   a. Dentists and hygienists
   b. Optometrists and ophthalmologists
   c.* Psychologists and psychiatrists
   d. Podiatrists

2. Some nonmedical career persons that help people deal with stress are:
   a. Hair stylists
   b.* Counselors and social workers
   c. Truck drivers and bus drivers
   d. Construction workers

NAME____________________ PERIOD______ DATE__________ SCORE_____

"WHAT'S MY STRESS LEVEL?"

Sometimes stress is a good thing, sometimes it is bad. Below, you will find a list of situations that may cause stress for you. If you have experienced any of the items listed below during the past year, place a check mark next to that item.

_____ 1. Moved to a new school.

_____ 2. Had trouble with the police.

_____ 3. A family member was seriously ill or injured.

_____ 4. Parent or guardian lost or changed his/her job.

_____ 5. Improved your grades.

_____ 6. Got a failing grade.

_____ 7. Had more arguments with your parents.

_____ 8. Had less arguments with your parents.

_____ 9. Parents were divorced or separated.

_____ 10. A close friend or family member died.

_____ 11. Made a new set of friends.

_____ 12. Became involved in an athletic team, dance club, music lessons, gymnastics, etc.

_____ 13. Had a major injury or personal illness.

_____ 14. Got suspended from school.

_____ 15. Had a problem getting along with one or more of your teachers.

_____ 16. Always had to look "just right" before going any place.

_____ 17. Worried a lot about your school work.

_____ 18. Wished you had more friends.

Almost all teens cope with some of the situations listed above. However, if you have checked more than six events, you may have more stress than is healthy for you. If you are feeling depressed, have a low self-concept, steady headaches, or other physical pains, you may want to talk to someone. These symptoms can all be caused by excess stress. A counselor or other adult you trust may be able to help you resolve some of the stress and/or frustration you are feeling.

STRESS

MENTAL AND/OR PHYSICAL TENSION

DISTRESS

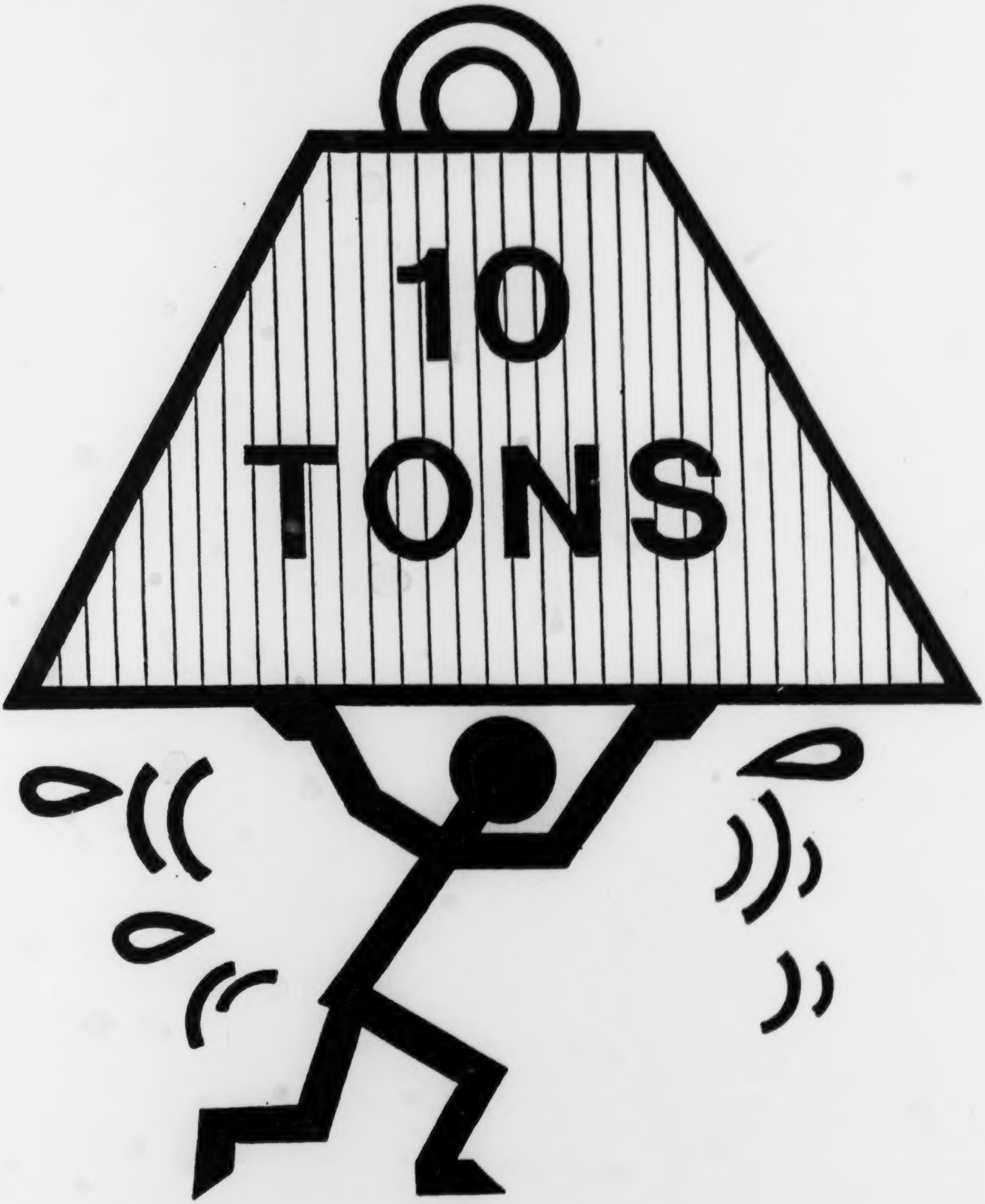
ANXIETY OR SUFFERING DUE TO EXCESSIVE STRESS

STRESSOR

ANYTHING THAT CAUSES STRESS OR TENSION

STRESS
REDUCER

**ANY ACTION OR ACTIVITY
THAT RELIEVES
OR REDUCES STRESS**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TONS

STRESS

STRESSORS

REDUCERS

NAME____________________ PERIOD_____ DATE__________ SCORE_____

POSITIVE STRESS REDUCERS

Directions: Circle the actions or activities listed below that you think would work for you in reducing stress, and add others you think of.

1. Recognize and identify what is causing you stress.
2. Change your daily routine—try something new.
3. Learn and practice relaxation skills.
4. Watch your weight and diet.
5. Exercise regularly.
6. Get enough sleep.
7. Develop more interests, activities, and relationships.
8. Set reasonable personal expectations and goals.
9. Learn to say "NO" (politely) when you don't want to do things.
10. Learn to accept things you can't change or have no control over.
11. Don't blame other people for your problems. Be in control of your own life.
12. Don't procrastinate—do things when they should be done.
13. Do volunteer work.
14. Avoid unnecessary competition—don't always compare yourself to others.
15. Choose friends who enjoy things you enjoy.
16. Look for the humor in stressful situations.
17. Write down the things that frustrate you, then identify ways to reduce the frustration or stress.
18. Talk to someone about your stressors.
19. Pick an activity you enjoy doing, and do it when you feel distressed.
20. Practice relaxation techniques.
21. ____
22. ____
23. ____
24. ____

This student activity guide could be included in the "Independent Ideas" Handbook.

COLOR BLUE ACTIVITY

1. Have the students relax in their chairs, put their hands down, and close their eyes if they wish. Begin calmly talking them through this activity, keeping your voice soft, slow, and warm. The room should be quiet and the activity without interruptions, if possible. Be sure to allow enough time to totally complete the activity before going on to something else. Orally instruct the students through every little step, slowly and calmly.

2. Have the students inhale five (5) big, long breaths through their noses and exhale the five (5) big, long breaths through their mouths. Have the students visualize the color "blue" throughout this activity, letting things that are blue in color flash through their minds, things that are soothing, refreshing, calm, cuddly, etc. Try to get the students to feel more relaxed with each breath and to concentrate on the exhale portion of the exercise and elongate it as much as possible. (Excessive inhaling causes hyperventilation and is what people tend to do when they become anxious. Therefore, it is the exhaling that causes them to relax and be calm.)

3. As the students continue to inhale and exhale slowly, ask them to picture in their minds a place they would most like to be—such as on the beach, in the mountains, by the fireplace, etc., or anyplace where they feel relaxed. Then have the students picture everything about that place—the sounds, smells, feelings, environment (trees, water, sun, wind, etc.) Talk about the feelings of being relaxed, using words such as "warm" and "heavy" as you help them picture their own setting. Allow the students to continue in the relaxed state for a minute or so.

4. Isolate special muscle groups in the body for relaxation, beginning with the toes, then the feet, then ankles, calves, thighs, etc., until the whole body has been relaxed. Tell the students to pretend they are rag dolls and are totally limp.

5. Have the students prepare to leave the relaxed state by having them count backward from 10 to 0, opening their eyes on the count of zero, raising their arms, stretching their legs, and feeling the new energy flow through their system.

CAREER INFORMATION

COUNSELOR: Counselors help individuals deal with personal, social, educational, and career problems and concerns. School and college counselors help students understand themselves better and help them find realistic academic and career opportunities. Counselors must be skillful communicators and must enjoy working with people.

Generally a master's degree is required for most types of counseling careers.

SOCIAL WORKER: Social workers help people cope with crises and/or to have a better quality of life. They assist individuals and families whose lives are being torn apart by problems such as poverty, alcoholism, drug abuse, behavioral problems, or illness. There are a number of areas of work such as mental health, children and youth services, family services, school social work, disabled social work, etc. People who are social workers must be very "people oriented" and have a strong desire to help others.

A bachelor's degree is the minimum requirement for most positions in this field. For position and salary advancement, advanced degrees are often required.

PSYCHOLOGIST: A psychologist is a person who studies human behavior and mental processes to understand and explain people's actions. There are a number of different kinds of psychologists and they do different kinds of work. Some of them are:

Clinical = work in hospitals
Experimental = do research
Industrial = work in industry
Educational = work in schools

A doctoral degree is generally required for employment and/or practice and this takes 3 to 5 years of schooling beyond a bachelor's degree. Many times two more years of professional experience is required before licensing. It is necessary to have a license from the state where you will be working before you can begin work.

CAREER INFORMATION

PSYCHIATRIST: A psychologist with an additional degree in medicine is called a psychiatrist. This requires a minimum of eight years of study after high school, plus two more years of graduate medical education (called a residency) before a person can become a licensed psychiatrist. Salaries depend on a number of factors such as locale, experience, demand, etc.

COUNSELOR

SOCIAL WORKER

PSYCHOLOGIST

PSYCHIATRIST

INDEPENDENT LIVING SKILLS

TOPIC #4: Communication ***TIME PERIOD:*** 2-3 days

CORE STANDARD #1: Individual: The students will examine the principles of personal development related to self-awareness and relationships.

OBJECTIVE: Students will identify and practice the skills necessary for effective communication.

INDEPENDENT LIVING SKILLS (COMPETENCIES):

20.0001-0112 Examine the importance of good communication skills.

20.0001-0113 Define the term *communication*.

20.0001-0114 Differentiate between verbal, nonverbal, and written methods of communication.

20.0001-0444 Identify communication-related careers.

LIFE SKILLS:

* Lifelong Learning
Complex Thinking
* Effective Communication
Collaboration
Responsible Citizenship
* Employability

RELATED CAREERS:	***OCCUPATIONAL CLUSTERS:***
Writer	Business-Information Management
Public Relations Specialist	Business-Marketing/Management
Newscasters	Business-Marketing/Sales
Advertising Specialist	Business-Marketing/Sales
Teachers	Social-Humanitarian; Family and Consumer Sciences

LIST OF ACTIVITIES:	***SUPPLIES REQUIRED:***
1. "The Water Closet" Story (Motivator)	
◆ 2. Communication Basics	
A. Definition of Communication	Small posters or overhead transparency (4.13)
B. Communication Methods: - Verbal - Nonverbal - Written	Small posters or overhead transparencies (4.14-4.16)
C. Types of Communicators	Scrambled words (4.17-4.22) Mobile posters (4.23-4.28) Masking tape
3. Nonverbal Communication Activities	
A. Nonverbal Class Activity	
B. Nonverbal Communication Collage (Extra credit/homework activity)	Magazines, paper, glue, scissors
4. Speaking/Listening Activities	
A. Speaking/Listening Game	Copies of directions for students (4.29-4.30)
B. Waiter/Waitress Activity	Restaurant menus (4.31) Order pads, pencils
5. Identification of Related Careers	Career information (4.32-4.33) Career posters (4.34-4.38)

◆ ◆ ◆

PROCEDURE

CONCEPT: Our communication skills are the basis of our relationships—when we communicate well, we can build strong relationships; when we communicate poorly, we tear down or damage relationships. To have success in relationships, on the job, at home, or at school, we must practice good communication skills.

1. "THE WATER CLOSET" STORY (MOTIVATOR)

Read "The Water Closet" story (page 4.12) to the students. Then have a brief discussion that leads the students to identify that the basic problem was a lack of adequate communication on the part of the little old lady (the sender) and the schoolmaster (the receiver). Then direct their attention to the misunderstandings that followed and potential problems stemming from the inadequate communication. This story illustrates why good communication skills, both sending and receiving, are very important.

◆ 2. COMMUNICATION BASICS

A. Discuss the definition of the term communication and the three major methods of communication with the students using the patterns on pages 4.13-4.16 for small posters or overhead transparencies.

COMMUNICATION: THE PROCESS OF EXCHANGING THOUGHTS, MESSAGES, OR INFORMATION BETWEEN TWO OR MORE PEOPLE.

B. There are three major methods of communicating:

Verbal = Exchanging messages with spoken words
Nonverbal = Exchanging messages with body language
Written = Exchanging messages with written words.

Each method requires a sender and a receiver for communication to occur.

C. There are six types of personal communicators.
The communicator types are:

1) SPEAKERS	and	2) LISTENERS	(VERBAL)
3) WRITERS	and	4) READERS	(WRITTEN)
5) ACTORS	and	6) OBSERVERS	(NONVERBAL)

Divide the class into six (6) groups and give each group one of the communicator types to unscramble (pages 4.17-4.22). When each group finishes, have them display their words on the chalkboard or bulletin board.

NOTE: It is recommended that the letters for each of the six types of communicators be run on a different color to avoid mix-ups and facilitate the classroom activity.

Using the small posters depicting the six types of communicators (pages 4.23-4.28), make three mobiles to illustrate the necessity of having both a sender and a receiver for communication to occur. In each of the methods of personal communication, there are always two parties involved:

Writer	>>>	<<<	Reader	(Mobile 1)
Speaker	>>>	<<<	Listener	(Mobile 2)
Actor	>>>	<<<	Observer	(Mobile 3)

Communication is a two-way activity and cannot be completed alone. Each type of communication requires certain skills to be practiced for successful communication. Some of those skills will be learned during this unit of study.

D. Discuss the following items briefly:

1) we communicate information about ourselves by the way we act, speak, listen, and dress

2) through our actions, speech, dress, etc., we communicate to others:
    - how we feel about ourselves
    - what is important to us
    - the kind of person we are

Review with the students some of the ways self-concept is communicated from Topic 2: Self-Concept (pages 2.3-2.6).

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3. ***NONVERBAL COMMUNICATION ACTIVITIES***

A. ***Nonverbal Class Activity***

As this activity begins, have the students "freeze" in their physical positions. Ask the students what message(s) he/she is sending to you, the teacher, about him/her by the way he/she is sitting, etc., without saying any words? Then discuss the various methods and aspects of nonverbal communication with students. Lead the students into identifying commonly used forms of nonverbal communication. The teacher might keep a running list of these on the board as the discussion and identification process continues. Some forms of nonverbal communication are:

- The way we sit, stand, walk, act
- The way we dress, colors we wear, comb our hair, etc.
- The way our bedroom looks
- The way we do our homework/schoolwork
- Being on time to class or meeting
- The way we treat others:
- being interested, attentive listening
- ignoring what someone else says
- the distance we place from people we don't know; moving toward people we like

- Our body gestures:
- shrugging our shoulders
- waving, saluting, other hand gestures
- touching (hitting, pinching, patting, shaking hands, tapping)
- staring at someone or something
- slamming a door, drawer, or whatever
- pouting, the silent treatment

- Our facial expressions:
    - smiling, frowning, lip gestures
    - rolling our eyes, raising our eyebrows
    - tightening our jaw
    - face coloring, blushing
    - widening or squinting our eyes

These are all examples of nonverbal communication about ourselves. Caution students that many times their nonverbal communication speaks louder than the things they say.

B. ***Nonverbal Communication Collage***

Have the students make a collage (individually or in pairs) of pictures depicting various forms of nonverbal communication. Give the students some magazines, paper, glue, and scissors and let them find pictures of people sending a nonverbal message by their body gestures or facial expressions. Students should find pictures depicting five (5) different messages. Have the students write the nonverbal message depicted below the pictures. This activity could also be used for extra credit and/or homework.

4. *SPEAKING/LISTENING ACTIVITIES*

A. ***Speaking/Listening Game***

Divide the class into pairs. One person in each pair should have one of the #l directions (page 4.29) and the other person should have one of the #2 directions (page 4.30). Instruct the students NOT to let their partner see their set of directions. Allow students about two minutes to complete this exercise.

NOTE: It is recommended that the direction sheets for the students be copied on different colors of paper to avoid confusion. Also, the teacher might put the #1s in one basket or container, and the #2s in a second basket or container for drawing. The teacher needs to copy enough of the directions on pages 4.29-4.30 so each student has either a #1 or a #2. Also, there needs to be an equal number of #1s and #2s so the students can work in pairs.

At the end of this exercise, discuss with the students how they felt during this exercise. Then review some good listening skills with the class. A good listener will:

- Sit or stand near the person with whom they are communicating.
- Maintain good eye contact.
- Give feedback—let them know you are listening.
- Concentrate on what they are saying.
- Let the person finish what they are saying without interrupting.
- Watch the speaker's body language—it will help you understand what he/she is really saying.
- Not try to do something else while someone is talking to him/her.

Good listening skills improve communication. The way we listen to others may distract or enhance communication. We need to practice our listening skills in order to improve our communication.

◆

B. Waiter/Waitress Activity

Discuss with the students the fact that listening is a very important on-the-job skill for all jobs and/or careers. Many accidents or harmful things can occur when people don't listen or follow instructions carefully. For example:

- What could happen if an employee didn't listen to directions on how to operate expensive or complicated equipment?

- What would happen if a delivery person (or ambulance driver) didn't listen to directions on how to get to an address?

- What would happen if a pharmacist didn't follow a doctor's prescription carefully?

- The teacher can add other illustrations as desired.

Have students practice their listening skills by playing waiter/waitress. Divide students into groups of four or five. One student should be the waiter/waitress, the others will be the "family" ordering the food. Give each group a copy of the menu (page 4.31). The family should order their dinner, just as they would in a restaurant—except they CANNOT repeat their order. They may only state what they want one time. After the waiter/waitress has taken all of the orders, he/she should repeat the order to check it for errors. Members of the group should then change roles and take turns taking the order.

Continue the class discussion by addressing the following questions:

- What problems were discovered in this activity?
- How should a person speak if they want to be understood?
- What could you do to become a better listener?
- Does it irritate you when someone doesn't listen to you?
    a. What could you do to remedy this problem?
    b. How do you think others feel when you don't listen to them?
- What jobs require excellent listening skills?

Listening is an important on-the-job skill. Speaking clearly and listening attentively are both very important parts of successful communication.

◆◆

5. ***IDENTIFICATION OF RELATED CAREERS***

Although good communication skills are a necessary part of all jobs and/or careers, some careers are specifically communication based. Using the career information (pages 4.32-4.33) and the career posters (pages 4.34-4.38), identify some of the specific communication-related careers. The career posters can be hung in the room or displayed in the presentation area for reference as the teacher talks about these careers.

The software, CHOICES and/or CHOICES, JR., is available in your career counseling center to obtain current salary and job outlook information regarding the careers identified in this topic.

SUMMARY: Communication is a two-way activity and cannot be completed alone. There are three major methods of communication and six types of personal communicators. Each method of communication requires certain skills to be practiced for successful communication. Communication skills can be improved with practice. Good listening skills always improve communication

Listening is an important on-the-job skill. Speaking clearly and listening attentively are both very important parts of successful communication. Nonverbal communication often speaks louder than the things we say. Printed or written information is a very common form of communication that is easy to understand but often more difficult to write. Good communication skills are helpful in making group decisions.

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CORE TEST QUESTION BANK

UNIT: **INDEPENDENT LIVING SKILLS**

TOPIC: **COMMUNICATION**

20.0001-0112 ***Examine the importance of good communication skills.***

1. Good communication skills are important when:
   a. Making a group decision
   b. Handling personal conflicts
   c.* Answers a and b are both right
   d. Neither answer is right

2. Good communication skills are:
   a. Something we are all born with
   b.* Something we must learn and practice
   c. Always learned from television
   d. Always learned from other kids

3. Good communication skills:
   a. Help us to be better workers
   b. Help us to be better family members
   c. Help us to be a better friend
   d.* All of these answers are right

4. Poor communication skills:
   a.* Can increase tension at home
   b. Are okay to use most of the time
   c. Are easier to understand
   d. Make others feel good about themselves

5. Clear, concise written communication is:
   a. Not important to know how to do
   b. Not necessary on the job or at school
   c.* Often difficult to do
   d. Easy for everyone to do

6. Learning to express ourselves clearly in written communication:
   a.* Is an important life skill to have
   b. Is not an important life skill to have
   c. Won't make any difference in our lives
   d. Is not important on a job

♦♦

TEST QUESTIONS

7. Being a good listener:
   a. Doesn't take any practice
   b. Comes naturally
   c.* Takes a lot of practice
   d. Isn't really important

8. A good listener:
   a. Is always anxious to speak
   b. Can cause problems in a friendship
   c. Should always express their opinions
   d.* Makes the speaker feel important

9. Place a check by each of the four (4) items that are skills of a good listener:
   __*_ a. Sit or stand near the person with whom you are communicating
   _____ b. Look at the person's hair and hands while they are talking to you
   __*_ c. Maintain good eye contact and concentrate on what the speaker is saying
   _____ d. Watch the television while someone is talking to you
   __*_ e. Let the person finish what they are saying before you say anything
   __*_ f. Watch their body language for nonverbal messages

20.0001-0113 Define the term communication.

1. "Communication" means:
   a. Reading, writing, and arithmetic
   b. Speaking, writing, or acting
   c.* Exchanging thoughts, messages, or information
   d. Teaching a school subject

20.0001-0114 Differentiate between verbal, nonverbal, and written methods of communication.

1. Place a check by each of the four (4) items that are types of nonverbal communication.
   __*_ a. Shrugging your shoulders
   __*_ b. Smiling or frowning
   _____ c. Raising your voice
   __*_ d. Slamming a cupboard door or drawer
   __*_ e. Ignoring someone when they speak to you
   _____ f. Interrupting another conversation

◆◆

TEST QUESTIONS

2. Place a check by each of the three (3) items that are methods of communicating about ourselves to others:
   __*_ a. The way I talk and act
   __*_ b. The way I treat others
   __*_ c. The way I do my homework
   ____ d. The way my brother or sister acts
   ____ e. The way my mother talks
   ____ f. The way my dad dresses

20.0001-0444 Identify communication-related careers.

1. Some careers that relate to communication and require excellent communication skills are:
   A. Writer, school teacher, plumber, administrative assistant
   B. Newscaster, professional ball player, retail sales
   C.* Advertising specialist, physician, school teacher, writer
   D. Movie star, carpenter, musician, paper carrier

2. Any career path can be enhanced by the use of effective communication skills.
   A.* True
   B. False

3. A public relations specialist:
   A. Serves as the spokesperson for a company with the media
   B. Develops strategies to improve a corporate image
   C. Writes news releases for a company
   D.* All of the above

4. School teachers don't need to be very good communicators because the students know what they mean anyway.
   A. True
   B.* False

THE WATER CLOSET

There was a little old English lady who was looking for a place to live in Switzerland. She asked the local village school master to help her and together they found a place that suited her. She returned to London to get her things, but on the way home she remembered that she had not noticed a bathroom in the new place, or as she called it, a "water closet." So when she arrived in London she wrote to the school master to inquire about a "water closet" in her place. Being somewhat embarrassed to ask about this, she decided to just use the abbreviation "W.C." rather than spell out the words. When the school master received her letter he was puzzled by the initials "W.C.," never dreaming that she was referring to a bathroom. So he went to the local minister to see if he knew what a "W.C." was, and of course, the minister thought it stood for Wesleyan Church. So the school master wrote this reply to the English lady:

Dear Madam,

The W.C. is situated nine miles from the house in the center of a beautiful grove of trees. It is capable of holding 350 people at a time and is open on Tuesday, Thursday, and Sunday of each week. A large number of folks attend during the summer months, so it is suggested you go early, although there is plenty of standing room. Some folks like to take their lunch and make a day of it, especially on Thursday when there is organ accompaniment. The acoustics are very good and everyone can hear the slightest sound.

It may be of interest to you to know that my daughter was married in our W.C. and it was there she met her husband.

We hope you will be here in time for our bazaar to be held very soon. The proceeds will go toward the purchase of plush seats for our W.C., which the folks agree are a long-felt need, as the present seats all have holes in them.

My wife is rather delicate, therefore, she cannot attend regularly. It has been six months since the last time she went. Naturally, it pains her very much not to be able to go more often.

I shall close now with the desire to accommodate you in every way possible, and I will be happy to save you a seat down front or near the door, whichever you prefer.

Sincerely,

The Schoolmaster

COMMUNICATION

THE PROCESS OF EXCHANGING THOUGHTS, MESSAGES, OR INFORMATION BETWEEN TWO OR MORE PEOPLE

VERBAL COMMUNICATION

EXCHANGING MESSAGES WITH SPOKEN WORDS

NONVERBAL COMMUNICATION

EXCHANGING MESSAGES WITH BODY LANGUAGE

WRITTEN COMMUNICATION

EXCHANGING MESSAGES WITH WRITTEN WORDS

S	P	E
A	K	E
R	S	

L	I	S
T	E	N
E	R	S

W	**R**	**I**
T	**E**	**R**
S		

R	**E**	**A**
D	**E**	**R**
S		

A	C	T
O	R	S

O	B	S
E	R	V
E	R	S

SPEAKER›››

<<<LISTENER

WRITER>>>

‹‹‹READER

ACTOR›››

<<< OBSERVER

DIRECTIONS FOR SPEAKING/LISTENING GAME
PART #1

Directions for #1:

Begin talking about your favorite television program. Try to keep talking for at least two minutes.

Directions for #1:

Begin telling about what you did last night from the time you got home from school. Try to keep talking for at least two minutes.

Directions for #1:

Begin telling about your vacation last summer. Try to keep talking for at least two minutes.

Directions for #1:

Begin telling about your favorite teacher. Try to keep talking for at least two minutes.

Directions for #1:

Begin telling about your favorite movie. Try to keep talking for at least two minutes.

DIRECTIONS FOR SPEAKING/LISTENING GAME
PART #2

Directions for #2:

While your partner is talking to you, don't look at him/her. Stare at the floor or ceiling all the time he/she is talking.

Directions for #2:

While your classmate is talking to you, don't say anything to your partner. You may smile, laugh, or touch them, but don't say a word.

Directions for #2:

While your classmate is talking to you, act bored with what your partner is saying. (You can yawn or look away.)

Directions for #2:

While your classmate is talking to you, keep interrupting your partner–don't let him/her ever finish what he/she is trying to say.

Directions for #2:

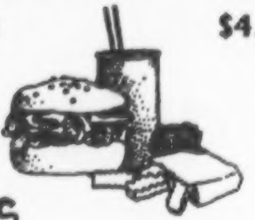
While your classmate is talking to you, do something like write a note, read a book, or comb your hair while your partner is talking to you.

CAFE T-L-C

HAMBURGER FAVORITES

All hamburgers served with our delicious, homemade fries.

Deluxe Burger	$3.49
Bacon Cheeseburger	$3.95
Patty Melt	$4.35



SALADS

Taco Salad	$4.95
Chef Salad	$5.95

SANDWICHES

All sandwiches served with fresh potato chips.

Club Sandwich	$4.25
BLT	$3.95
Fish Sandwich	$3.50
French Dip	$4.95

DINNER FAVORITES

All dinners include: Soup or salad, choice of baked potato, rice, or fries.

New York Steak	$10.95
Chicken Fried Steak	$7.95
Halibut Steak	$7.95
Fried Shrimp	$9.95
Lemon Chicken	$6.95
Veggie Lasagna	$6.95

DRINKS	SM	LG
Soft Drinks	.75	1.25
Orange Juice	.85	1.50
Apple Juice	.85	1.50
Milk	.80	1.25
Mineral Water	.90	1.50

CAREER INFORMATION

NEWSCASTER: There are basically two kinds of newscasters—radio and television. They report the news, make announcements, do interviews, report stories, and "ad lib" when necessary. Frequently they work in a high-profile situation. Most newscasters begin working for a station as production assistants or reporters and work their way up to being a newscaster. They need to have a pleasant, well-controlled voice and have excellent pronunciation. Correct English usage is vital for success.

A liberal arts education provides an excellent background for a newscaster, and many universities offer courses of study in the broadcasting field. Bachelor's degrees, although very useful, are not the only qualification for this type of job. Equally important is the personality, manner of speaking, visual image, and ability to think quickly.

TEACHER: Public school teachers must have a bachelor's degree for the age level they will be teaching; e.g., elementary or secondary. To teach at a college level, a minimum of a master's degree is required, and to become a full professor, generally a doctoral degree is also required. A teacher must be well versed in their subject area, as well as able to communicate information about that subject area to their students in order for learning to occur.

PUBLIC RELATIONS SPECIALIST: A public relations specialist helps businesses, governments, universities, hospitals, and other organizations build and maintain positive relationships with the public. They handle the press, community or consumer relations, political campaigns, interest group representations, fund raising, and employee recruitment. Basically, public relations specialists are "telling the employer's story." They work to promote understanding and cooperation between the employer and the community. They put together information that keeps the public aware of their organization's policies, activities, and accomplishments.

A college education combined with public relations experience is desirable for a position of this type. Most specialists have a degree in journalism, communications, or public relations, although some have a degree related to the particular industry with some courses in public relations.

CAREER INFORMATION - CONT.

WRITER: There are a number of different kinds of writers, but all of them have one thing in common—they communicate by writing words. They start by selecting a topic, or being assigned one, and gathering information on the topic through personal observation, library research, and/or interviews. Then they organize the material and put it into words for publication.

NEWSWRITERS are employed by newspaper, radio, or television news departments. They write news items for the news broadcasts and/or the newspaper.

TECHNICAL WRITERS put scientific and technical information into understandable language and/or into an orderly manner. They prepare manuals, catalogs, and instructional materials for industry.

COPY WRITERS write advertising copy for use by publication or broadcast media to promote the sale of goods and services.

EDITORS do some original writing but mostly do a lot of reading and rewriting, which is called editing. They also plan the contents of the publication.

AUTHORS develop original fiction and nonfiction prose for books and/or magazines. They take an idea and write all parts of a story around it.

A bachelor's degree is required for most writing jobs, although this varies somewhat, with a major in literature, communications, or journalism. Some jobs also require technical degrees to support the necessary writing.

ADVERTISING SPECIALIST: Advertising specialists oversee and work with account services, creative services, and media services departments. They develop the subject matter and presentation of advertising. They work directly with the marketing and public relations departments in large companies; in small companies one person may serve all three areas. There are jobs for these kind of specialists in almost every industry.

A bachelor's degree is required for most advertising/marketing specialist jobs. This person needs to have a varied background from visual arts skills and technology to business management to public relations and/or journalism. These specialists must have many talents. These jobs are highly coveted and thus are very competitive.

NEWSCASTER

TEACHER

PUBLIC RELATIONS SPECIALIST

WRITER

ADVERTISING SPECIALIST

INDEPENDENT LIVING SKILLS

TOPIC #5: Social Skills　　***TIME PERIOD:*** 1-3 Days

***CORE STANDARD #1*:** Individual: The students will examine the principles of personal development related to self-awareness and relationships.

OBJECTIVE: Students will identify the social skills which assist individuals in developing friendships and independence.

***INDEPENDENT LIVING SKILLS (COMPETENCIES)*:**

20.0001-0116	Recognize "acceptable" and "unacceptable" social behaviors.
20.0001-0117	Explore ways to develop and maintain friendships.

LIFE SKILLS:

* Lifelong Learning
Complex Thinking
* Effective Communication
Collaboration
* Responsible Citizenship
* Employability

RELATED CAREERS:	***OCCUPATIONAL CLUSTERS:***
All	All

LIST OF STUDENT ACTIVITIES:		*SUPPLIES REQUIRED:*
◆ 1.	NO-NAME Case Study (Motivator)	NO-NAME case study (page 5.11) Copies of student activity guide (5.12) for each student
◆ 2.	Definition of *Social Skills*	Small poster or overhead transparency of definition (5.13)
◆ 3.	Acceptable vs. Unacceptable Social Behaviors	(Student activity guide from activity #1: 5.12) Small posters or overhead transparencies of definitions (5.14-5.15)
4.	Magical Manners Picture Puzzles	Small poster or overhead transparency of definition (5.16) Overhead transparency (5.17) Magical Manners picture puzzle example Scratch paper Colored pencils or felt-tip markers Tagboard or construction paper Optional: "Good Manners" video from Nasco
5.	My Friendship Mirror	Good-sized mirror Copies of student activity guide (5.18) for each student
6.	Personality Traits: Perfect Personality Pie	Copies of student activity guide (5.19) for each student Overhead transparency of list of personality traits from Topic #2 (2.10) Colored pencils or felt-tip markers
7.	Social Skills and Careers	(no supplies required)

♦♦♦

PROCEDURE

♦ *1.* ***NO-NAME CASE STUDY (MOTIVATOR)***

Give each student a copy of the SOCIAL SKILLS student activity guide (page 5.12) and make sure they each have a pen or pencil. Have the students write the term "UNACCEPTABLE" on the lines at the top left side of the activity guide. As the teacher reads the case study (page 5.11) to the students, have the students write the mannerisms and/or behaviors they think are unacceptable or inappropriate in the square boxes on their papers. (Leave the circles blank until activity #3). After the teacher has finished reading, let the students begin sharing verbally what they have written as the teacher records the mannerisms and/or behaviors on the board.

Continue the list as long as duplication doesn't occur. Allow the students to fill in more squares on their papers as the discussion continues. IT IS VITAL THAT THE TEACHER KEEP THE DISCUSSION DIRECTED ONLY TO BEHAVIORS AND NOT ALLOW ANY NAMES TO BE USED. When this activity is finished, continue directly with the following activity.

ALTERNATE METHOD: If the teacher has a story or can write a story about a situation at school, it could be used in place of the NO-NAME Case Study.

♦ *2.* ***DEFINITION OF SOCIAL SKILLS***

Write the words SOCIAL SKILLS on the blackboard and ask the students to define the term and/or describe what social skills are. Write the student input on the board until the pieces can be pulled together toward a definition (page 5.13).

SOCIAL SKILLS: MANNERISMS AND BEHAVIORS THAT AFFECT THE WAY WE ARE VIEWED BY OTHERS.

Continue the discussion, including the following items:

- Reviewing the definition of social skills, are they important in our lives? Why? Where? In what ways? Who do they affect?
- Are there more than one type of social skills? If so, what are they?
- Where do we learn our social skills? What and/or who influences them?
- Why do we not all have the same social skills?
- How do social skills relate to being popular? Accepted by our peers? By adults around us?

◆ 3. ACCEPTABLE VS. UNACCEPTABLE SOCIAL BEHAVIORS

CONCEPT: There are two types of social skills—those that are acceptable to others and those that are not (unacceptable). Acceptable social skills are assets in our lives, while unacceptable skills are liabilities.

Explain to the students that there are two types of social skills—those that are acceptable to others and those that are not (unacceptable). There are some standards set by our society, and there are standards set by individuals or other groups as to what is acceptable and what is not acceptable. While some social skills are acceptable to some people and not to others, there are some mannerisms and behaviors that are generally more accepted than others. Discuss the definitions of acceptable and unacceptable behaviors using small posters or overhead transparencies (pages 5.14-5.15).

ACCEPTABLE BEHAVIORS:	**MANNERISMS OR BEHAVIORS THAT SHOW CONSIDERATION FOR THE FEELINGS OF OTHERS**
UNACCEPTABLE BEHAVIORS:	**MANNERISMS OR BEHAVIORS THAT DO NOT SHOW CONSIDERATION FOR THE FEELINGS OF OTHERS**

Acceptable behaviors are generally not offensive to others, while unacceptable behaviors are often those that are offensive to others.

Continue to explain that for every "unacceptable" behavior or mannerism there is an "acceptable" counterpart and it is important to identify these. Have the students write the term "ACCEPTABLE" on the lines on the right side at the top of the SOCIAL SKILLS student activity guide. Go through the list of "unacceptable" behaviors that were written in the squares with the students and help them to identify the "acceptable" counterparts for each of the "unacceptable" behaviors. Have the students write the counterpart behaviors in the circles to the right of the squares. (For a more graphic experience, the students can make "X"s through the behaviors in the square boxes to depict the unacceptability.)

After this portion of the activity is completed, it is important to further explain that as individuals we are in charge of our bodies and minds, and therefore we choose our mannerisms and/or behaviors.

Explain that there are no "Miss or Mr. Perfects" who do everything right, as well as no "Miss or Mr. Totally Wrongs," but when a person has more unacceptable behaviors than acceptable behaviors, they have difficulty making and maintaining friendships and getting along socially.

Most people have some of both kinds of behaviors, but it is the unacceptable ones that cause us trouble in friendships, work, families, etc., while the acceptable ones generally help us down the road to more successful experiences.

Consequently, it is up to us which type of social behaviors we choose to practice. While it is true that what is right for one person is not necessarily always right for everybody, it is also true that some behaviors and mannerisms are more acceptable than others in our society. Our social skills do affect the way we are perceived by others, and that makes a big difference in how we are treated by others.

The "Social Skills" student activity guide could be included in the "Independent Ideas" Handbook.

4. MAGICAL MANNERS PICTURE PUZZLES

CONCEPT: Manners are like magic—they tend to make a lot of good things happen with very little effort.

Introduce this activity by asking the students what "manners" are and helping them to define the term. (Probably "manners" was brought out in the previous activity as one of the acceptable behaviors or the teacher might make sure "has good manners" has been included so there is a natural link into this activity. Page 5.16)

MANNERS: **BEING POLITE, SHOWING RESPECT, BEING COURTEOUS, AND TREATING OTHERS AS YOU WOULD LIKE TO BE TREATED**

The teacher can use the analogy that manners are like magic—they tend to make a lot of good things happen with very little effort.

Brainstorm a list of about fifteen (15) examples of basic manners on the board and discuss each of them briefly. Divide the class into pairs and have each pair choose a "manner" from those listed on the board and keep it a secret as to which one they have chosen. Have each pair of students plan a rough draft of a picture puzzle that depicts their good manner when sounded out. The teacher can put the sample picture puzzle (page 5.17) on an overhead transparency for the students to see as an idea. (The sample says: "DO NOT PUSH AND SHOVE IN LINE.") When the rough drafts are completed, give the students a piece of construction paper, tagboard, or card stock, and colored pencils or felt-tip pens to make their picture puzzle.

After the picture puzzles are completed, have the class figure out the manners depicted on each one. As the manners are identified, the teacher can help the students understand the magic that occurs when that manner is practiced. The teacher should be prepared to include any basic manners that the students do not depict but need to be discussed. The student puzzles could be hung around the room as a means of reinforcement for a few days. (If preferred, each student can make a picture puzzle, or larger groups can complete this activity.)

The teacher should plan to take some class time for the students to role play some basic manners like making introductions, opening doors, saying "thank you" graciously, giving and receiving compliments, etc.

OPTIONAL ACTIVITY: The teacher may prefer to use the video "Good Manners" available from NASCO as a source of information for the students. (Nasco, P.O. Box 901, Fort Atkinson, WI 53538, 1-800-558-9595, Catalog No. WA 1376217.)

5. MY FRIENDSHIP MIRROR

CONCEPT: The kind of friend we are is mirrored by the kind of friends we have.

The teacher should introduce this activity by using a mirror to illustrate the concept stated above and have a brief discussion which includes the following items:

- How important it is to have good friends
- How our friends treat us is a direct reflection of how we treat our friends and/or what kind of a friend we are
- We cannot expect our friends to treat us better than we treat them
- Periodically we need to look at what kind of a friend we are so that we can see where we need to improve in order to maintain good friendships

Have the students complete the personal friendship assessment on the student activity guide, MY FRIENDSHIP MIRROR (page 5.18). There are 54 points possible on this activity. The higher the score, the better one's friendship skills are. The teacher will need to help the students analyze their own score by using the following guide:

◆◆

Scores 41 to 54 = Are doing quite well but must keep working to maintain them

Scores 21 to 40 = Still have some work to do but are showing progress

Scores 1 to 20 = Need to work on developing their friendship skills (The teacher needs to let any students who score in this group that they are not hopeless; maybe they've had a bad day. The teacher will need to help these students look for ways to improve so that it's not a major downer for them.)

Scoring Directions:
To find your personal score, count the number of items in each column and record that number in the number line (#___) at the bottom of the column. Multiply those numbers by the numbers just below the line (X numbers) and record the answers on the next three lines. Add the three answers together for a total score.

ANOTHER OPTION: Run this student activity guide on both sides of the paper and have the students get a friend or a parent to complete it as he/she perceives the student. Then the student can compare how he/she is really perceived versus the way the student thinks he/she is perceived.

NOTE: The teacher may need to make an overhead transparency of this student activity guide to use as he/she directs the students through the scoring process.

6. *PERFECT PERSONALITY PIES*

CONCEPT: Personalities are like a pie; it takes many pieces (ingredients) to make a whole pie.

Explain to the students that one of the most important ingredients for success in relationships, achievements, and happiness is one's personality. One's personality is another part of the "magic" that makes things happen with little effort.

Using the overhead transparency from Topic #2 with the personality traits and characteristics listed (page 2.10), have the students choose the traits they think make up the "perfect" personality or the personality he/she would like to have. The teacher may need to review some of the traits briefly with the students. Have each student choose up to ten (10) traits to complete their pie.

When the students have made their selections, they can write their personality traits in the outer circle around the edge of their pie on the student activity guide, MY PERFECT PERSONALITY PIE (page 5.19). If they think one trait is a lot more important than another, that trait can take up two parts of the pie. Using colored pencils or felt-tip markers, let the students color in their pie sections.

As the students complete the activity, explain how personalities are similar to a pie—one or two pieces (personality traits) do not make a complete pie (complete personality), but when there are many pieces (personality traits), the pie is complete (and the personality is more enjoyable).

The teacher may have the students explain why they chose each personality trait around the edge of the pie.

NOTE: The teacher should have a sample of a "My Perfect Personality Pie" ready to show the students.)

The students could put the MY PERFECT PERSONALITY PIE activity into their "Independent Ideas" Handbook.

7. SOCIAL SKILLS AND CAREERS

Throughout the activities in this topic, it is important to emphasize the relationship social skills have to career success. Our social skills affect our performance and how it is perceived at home, school, and in the workplace. The skills we choose to practice on a regular basis can bring us magic or madness. It is important to be clean, dependable, honest, on time, etc.

As a conclusion to this topic, the teacher could have the students set a personal goal to correct a personality trait that they would like to change or improve. Have the students write out a specific plan for achieving the goal, identifying the steps or ways to improve or change the personality trait. Remind the students to set a realistic goal and keep a record of how long it takes to reach the goal. Also, have the students plan for a personal reward when the goal has been reached. The students could store their goals sheets in their "Independent Ideas" Handbook, and the teacher could set a date to review the progress with the students.

SUMMARY: Practicing acceptable social skills is an important part of becoming independent. They help us develop confidence in our abilities and our relationships, be accepted by others, and achieve our personal goals.

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CORE TEST QUESTION BANK

UNIT: **INDEPENDENT LIVING SKILLS**

TOPIC #5: **SOCIAL SKILLS**

20.0001-0116 ***Recognize "acceptable" and "unacceptable" social behaviors.***

1. Mannerisms or behaviors that affect the way we are viewed by others are called:
   a. Pictures puzzles
   b. Friendship characteristics
   c.* Social skills

2. Mannerisms or behaviors that do not show consideration for the feelings of others are called:
   a.* Unacceptable social skills
   b. Acceptable social skills

3. Mannerisms or behaviors that show consideration for the feelings of others are called:
   a. Unacceptable social skills
   b.* Acceptable social skills

4. Using unacceptable social skills on a regular basis can:
   a. Help us have more friends
   b. Get along socially
   c. Gain respect from our peers
   d.* Cause us problems

5. Acceptable social skills can be set by:
   a. A society
   b. A family
   c. A group of people
   d.* Any of the above

6. We can choose which type of social skills we use because:
   a.* We are in charge of our bodies and our minds
   b. Our friends are in charge of our bodies and our minds
   c. Our parents are in charge of our bodies and our minds

7. Practicing acceptable social skills is an important part of:
   a. Becoming independent
   b. Developing friendships and relationships
   c. Being accepted by others
   d. Achieving our goals
   e.* All of the above answers are correct

◆

TEST QUESTIONS

20.0001-0117 Explore ways to develop and maintain friendships.

1. Manners can be like magic—they tend to make many good things happen with very little effort.
   a.* True
   b. False

2. It isn't necessary to practice good manners with my family; manners are to be used with friends and others.
   a. True
   b.* False

3. I'll know what good manners are when I grow up without practicing them now.
   a. True
   b.* False

4. How we treat our friends is a reflection of the kind of friend we are.
   a.* True
   b. False

5. We should expect our friends to treat us better than we treat them.
   a. True
   b.* False

6. We are born with our personalities and they cannot be changed.
   a. True
   b.* False

7. We can choose most of our personality characteristics and develop them to our advantage.
   a.* True
   b. False

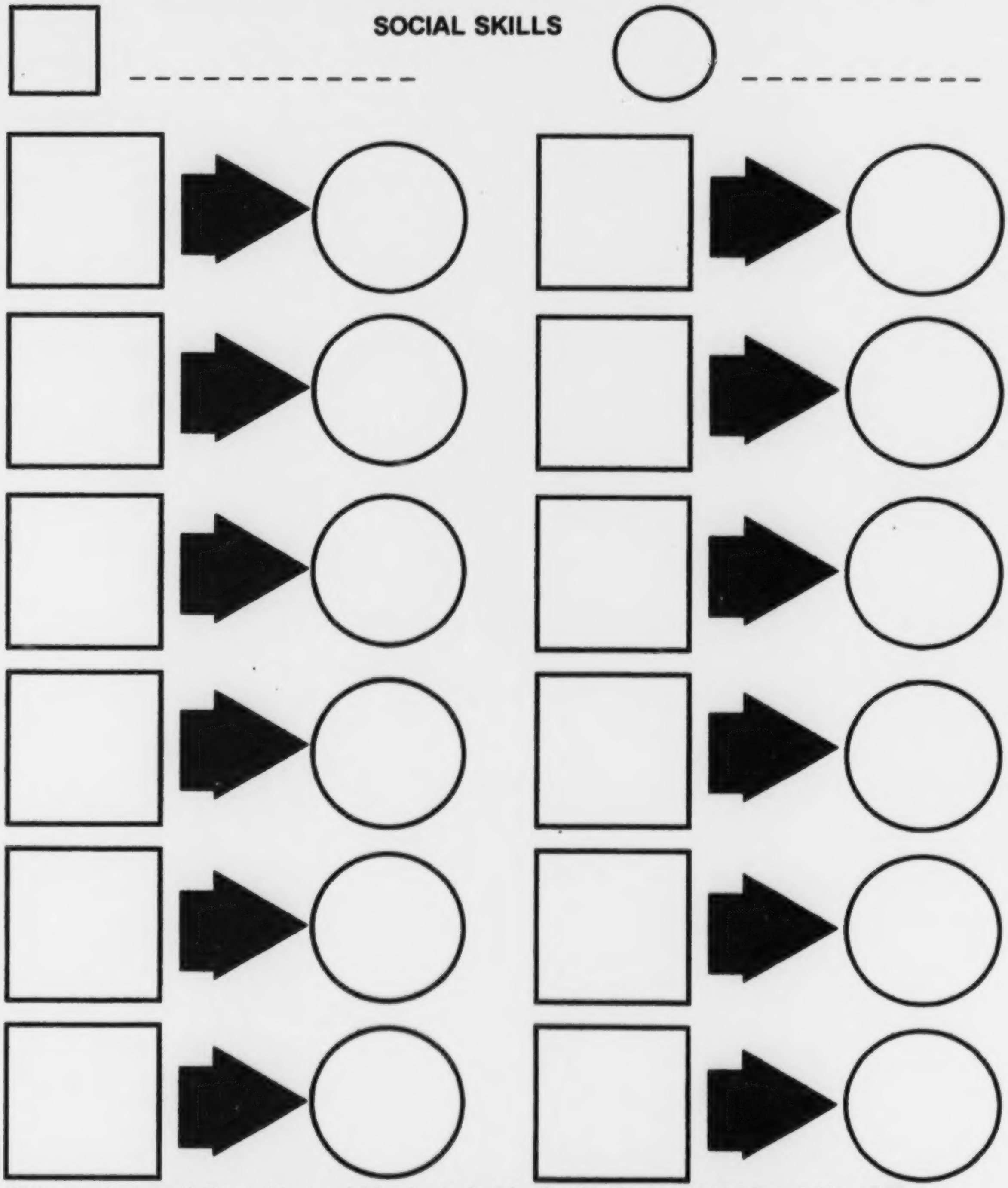
8. Being a good friend and having good friends is very important in life.
   a.* True
   b. False

"NO-NAME" CASE STUDY

"NO-NAME" lives next door and likes to come over to our house. Yesterday he/she came over with muddy feet and yelled "Anybody home?" as he/she walked into our house. He/she went straight for the refrigerator, opened the door, took out a cold pop and opened it. Then "NO-NAME" went into the living room where my little brother was watching television, fell on the couch, and put his/her muddy feet on the coffee table. He/she watched television for a few minutes, but when my little brother wanted to change the channel, he/she told my brother to "get lost." He/she talked about himself/herself mostly but gossiped about the neighbors across the street. After he/she finished drinking his/her pop, he/she left the empty can on the couch and wandered through the house to see who was home and what they were doing. As "NO-NAME" left, he/she slammed the door and woke up the baby.

NAME______________________ PERIOD_____ DATE_________ SCORE _________

SOCIAL SKILLS



This student activity guide could be included in the "Independent Ideas" Handbook.

SOCIAL SKILLS

MANNERISMS AND BEHAVIORS
THAT AFFECT THE WAY
WE ARE VIEWED BY OTHERS

ACCEPTABLE BEHAVIORS

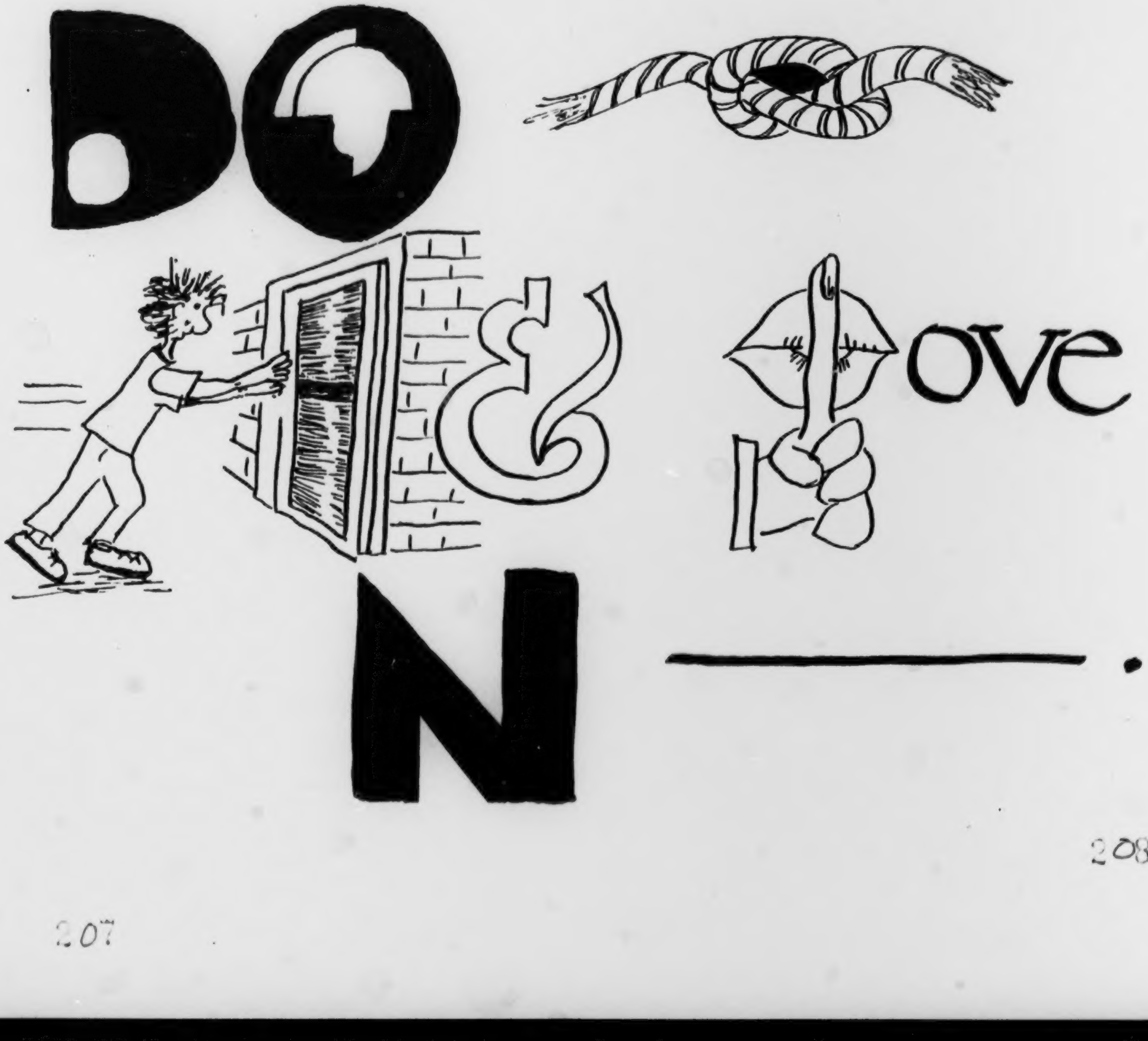
MANNERISMS AND BEHAVIORS THAT SHOW CONSIDERATION FOR THE FEELINGS OF OTHERS

UNACCEPTABLE BEHAVIORS

MANNERISMS AND BEHAVIORS THAT DO NOT SHOW CONSIDERATION FOR THE FEELINGS OF OTHERS

MANNERS

BEING POLITE, SHOWING RESPECT, BEING COURTEOUS, AND TREATING OTHERS AS YOU WOULD LIKE TO BE TREATED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ove
N
___ .

NAME______________________ PERIOD_____ DATE_________ SCORE ________

MY FRIENDSHIP MIRROR

Directions: Rate yourself as a friend by putting an "x" on the line that best describes you. Be sure to be honest with yourself.

Almost Always	Some-times	Almost Never		
______	______	______	1.	I listen carefully when my friends talk to me.
______	______	______	2.	I am modest about my own accomplishments.
______	______	______	3.	I do not make fun of others.
______	______	______	4.	I give credit to others for their successes.
______	______	______	5.	I do what I promise; I am dependable.
______	______	______	6.	I can control my temper.
______	______	______	7.	I am interested in many different things.
______	______	______	8.	I am not rude.
______	______	______	9.	I can laugh at myself.
______	______	______	10.	I can admit when I am wrong.
______	______	______	11.	I am honest regardless of the situation/ consequences.
______	______	______	12.	I am happy for my friends when they win or excel.
______	______	______	13.	I offer to help or share when needed.
______	______	______	14.	I can keep secrets when asked.
______	______	______	15.	I can share the spotlight easily.
______	______	______	16.	I respect what belongs to others.
______	______	______	17.	I am patient and kind when others make mistakes.
______	______	______	18.	I seldom argue with others.

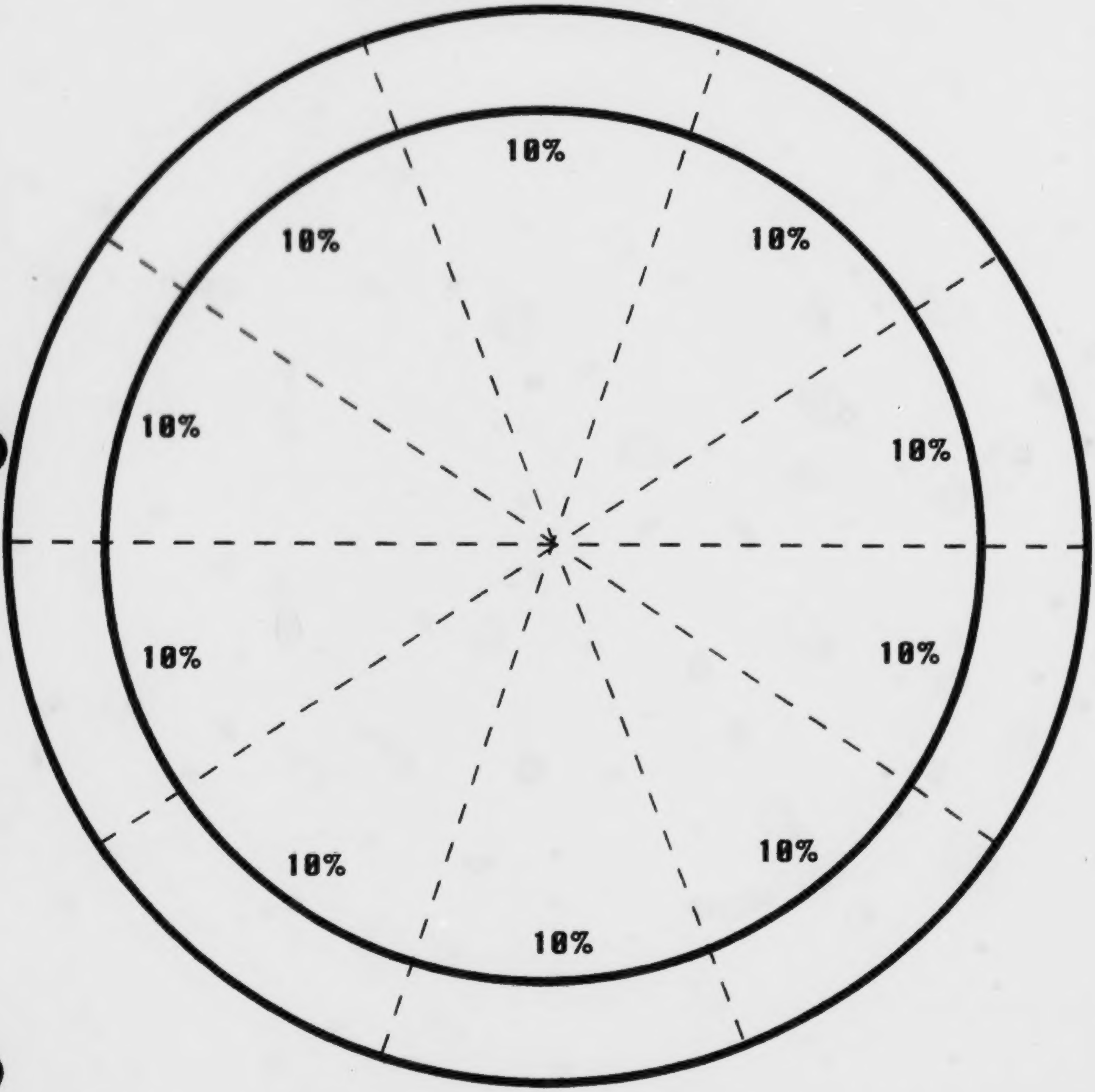
#_____	#_____	#_____	Count the number of "X"s in each column.
x 3	x 2	x 1	Then multiply by the number given.
______	______	______	Add the three scores together to see how your friendship skills are.

My total score _______ Possible score = 54.

This student activity guide could be included in the "Independent Ideas" Handbook.

NAME______________________ PERIOD_____ DATE_________SCORE _______

MY PERFECT PERSONALITY PIE


10%
10%
10%
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10%

This student activity guide could be included in the "Independent Ideas" Handbook.

FAMILIES

TOPIC #6: Family Dynamics ***TIME PERIOD:*** 5-7 days

CORE STANDARD #2: Family: The students will explore the various aspects of family living, including individual and family needs, and personal responsibilities as family members.

CORE STANDARD #4: Careers: The students will explore careers related to family and consumer sciences, identifying skills which are applicable for both the home and the school/workplace, and the impact of career choices on family lifestyles.

OBJECTIVE: Students will be grouped into classroom families to practice skills that support and facilitate pleasant family relationships through communication, family traditions, organization of living space, sharing, and accepting some personal responsibility for the well-being of other family members.

INDEPENDENT LIVING SKILLS (COMPETENCIES):

20.0001-0201	Define family-related terms.
20.0001-0202	Examine a variety of family types.
20.0001-0215	Define terms related to family communication.
20.0001-0216	List qualities that support positive family relationships.
20.0001-0217	Explore the value of multiple viewpoints and/or differing opinions.
20.0001-0218	Identify techniques for resolving family conflict situations.
20.0001-0203	Consider reasons for having family traditions.
20.0001-0207	Assess the positive aspects of sharing with other family members.
20.0001-0206	Examine the advantages of organization.
20.0001-0442	Identify careers that help individuals and/or families improve communication skills and resolve conflicts.

LIFE SKILLS:

*** Lifelong Learning**
*** Complex Thinking**
*** Effective Communication**
*** Collaboration**
*** Responsible Citizenship**
*** Employability**

◆◆

RELATED CAREERS:	***OCCUPATIONAL CLUSTERS:***
Family Counselor	Social-Humanitarian; Family and Consumer Sciences
Clergy (Ministers)	Social-Humanitarian; Theological Studies

	LIST OF STUDENT ACTIVITIES:	***SUPPLIES REQUIRED:***
➧ 1.	What Is a Family? (Introduction)	Copies of student activity guide (6.26) for each student Definition poster (6.28)
➧ 2.	Family Types	Overhead transparency (6.29) Overhead projector (7) Posters of family types (6.30-6.36)
➧ 3.	Classroom Families - Name Tags - Family Record Book - Family Information Sheet	Family types for drawing (6.37) Name tags or materials to make tags Report binders (one for each family) Copies of the student activity guide for each family (6.38) Copies of the grading sheet (6.39) for each family
4.	Family Flags	1/4" x 12" dowels (one per family) 3 1/2" x 3 1/2" x 3/4" wood pieces with hole drilled in center for dowel (one per family) 7" x 9" pieces of art cloth or heavy pellon (one per family) Family flag patterns (6.40)(one per family) Felt-tip markers or fabric crayons
5.	Communication Puzzles	Copies of puzzles cut apart and placed in envelopes (6.41-6.43) (Motivator) Copies of observation sheets for each family (6.44)
➧ 6.	"Red Lights" and "Green Lights" of Communication	Communication posters (6.48-6.61)

LIST OF STUDENT ACTIVITIES	***SUPPLIES REQUIRED:***
▶ 7. Conflict Resolution Methods	
A. No-Lose/Win-Win Method	Chalk, chalkboard or Overhead transparency (6.62) Copies of student activity guide (6.63-6.64) for each student OR
B. Family Council	Copies of "No-Name" Family Council for each family (6.65) Family Council Concerns (6.67-6.69) copied and cut apart Copies of student activity guide (6.66) for each student Copies of student activity guide (6.70) for each family
8. Family Traditions	Definition poster (6.71) Copies of student activity guides for each student (6.72-6.73)
9. Sharing	Activity directions (6.74) and matching phrases (6.75-6.81) Copies of "Sharing Questions" (6.82) for each student
10. The Advantages of Organization	Copies of student activity guide (6.84) Overhead transparencies (6.85-6.86)
▶ 11. Family Links—Topic Summary	Overhead transparency/poster (6.87) Six (6) or twelve (12) sets of the family links (6.88-6.90) One set of the six aspects of family responsibilities (6.91-6.93) Copies of student activity guide (6.94)
12. Identification of Related Careers	Career information (6.95) Career posters (6.96-6.97)

PROCEDURE

♦1. *WHAT IS A FAMILY? (INTRODUCTION)*

Begin this unit by asking the question, "What is a family?" and having the students begin describing and defining the term "family" (page 6.28).

FAMILY: AN INDIVIDUAL OR A GROUP OF PEOPLE BONDED BY MARRIAGE, BLOOD, OR OTHER MEANS WHO HAVE ESTABLISHED A HOUSEHOLD

After a brief discussion, the teacher can lead the students into the above definition of the term. The teacher may need to expand the discussion to cover some of the components of this definition. Have the students complete the WHAT IS A FAMILY student activity guide (page 6.26) as the discussion progresses.

♦2. *FAMILY TYPES*

CONCEPT: There are many types of families and they function together in many different ways.

To introduce various types of families, make an overhead transparency of page 6.29, FAMILY TYPES, to use as a guide. Briefly talk about the terms nuclear, traditional, extended, single adults, blended, single parent, and childless couples in relation to types of families. Reinforce the concept of definition of family in each situation. Illustrate the family types using the posters or overhead transparencies on pages 6.30-6.36.

The teacher might identify the various family types he/she has been in during his/her life cycle. For example:

- Was born into a nuclear/traditional family
- Later, because of death or divorce, lived in a single parent family
- Through remarriage of parent, became a member of a blended family
- When a grandparent (or cousin) came to live with them, the family became an extended family
- Went to college, lived in family of single adults
- After college, lived alone and worked (single adult)
- Got married, became a childless couple family
- Had a baby, became a nuclear/traditional family, etc.

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3. *CLASSROOM "FAMILIES"*

Divide the class into five or six family groups by drawing names randomly, having students count off, or some other method. Each family unit should have the same number of members or as close as possible; four students per family is ideal.

After the family groups have been established, have each family draw the "Family Type" that they are to be from a small basket or box. (The teacher will need to have the family descriptions (page 6.37) copied, cut apart, and ready for the students to draw.)

Have each family group decide on a "family name" (last name). Then have each family member decide on a new first name and age, and make a name tag to be worn throughout the "Families" unit. The age of each person should also be listed on the name tag.

The family and family member names can be fun names, such as:

- The "Chip" family, with family member names being "Potato Chip," "Corn Chip," "Taco Chip," etc.
- The "Ice Cream" family, with family member names being "Vanilla," "Strawberry Cream," "Raspberry Delight," "Chocolate Swirl," etc.

(The teacher may want to establish that family names must be appropriate for a classroom environment. Off limits are such things as alcoholic beverages, racial or sexual references, Beavis and Butthead, etc.)

NOTE: For the childless couple, divide the family in half and have one half pretend they are the wife and one half pretend they are the husband. Also, the number of children in a family does not have to be limited to the number of students in the group.

Have each family make a "Family Record Book" in which they keep all of their family activities, assignments, budget, etc.

NOTE: Many of the activities in this unit are done as a "family," and many activities build on each other. Therefore, it is helpful for the "families" to have a place to keep their collective efforts. The teacher will need to provide report folders or supplies to make the record books.

Have each family complete questions 1, 2, and 3 of the FAMILY INFORMATION student activity guide (page 6.38) and place it in their "Family Record Book." Also, have each family fill in the top section of the "Family Record Book Grading Sheet" (page 6.39) and place it in the front of their "Family Record Book" as the first sheet.

4. ***FAMILY FLAG***

Have each student sketch his/her idea for a "family flag" (on paper), and then have each family group choose what will be on their "family flag," preferably using one item or something from each person's idea. The "family flag" should represent the family name, family members, and any design, logo, or decoration they would like to add. Have each family complete question #5 of the "Family Information" student activity guide (page 6.38) by sketching their family flag in the space provided. Each group should then be given the following supplies to make their "family flag":

Flag pole	(12" length of 1/4" dowel)
Flag pole base	(3 1/2" x 3 1/2" x 3/4" piece of wood)
Fabric for flag	(7" x 9" art cloth or heavy pellon)
Flag pattern	(page 6.40)
Felt-tip markers or fabric crayons	

During the family unit activities, have the students display their family flag on their table. Or, if the teacher prefers, the flags could be hung somewhere in the classroom.

5. ***COMMUNICATION PUZZLES (MOTIVATOR)***

Divide the class into their classroom families and have each family select an "observer" who will complete the observation sheet (page 6.44). Give each family one of the puzzles (pages 6.41-6.43) and allow two minutes for them to put the puzzle together. NO ONE CAN TALK DURING THE EXERCISE! The family will be disqualified if anyone talks! The goal is to see which group(s) can put the puzzle together without open communication.

The teacher needs to have the puzzles cut apart and placed into separate envelopes to facilitate the management of the activity. It is recommended that each puzzle be copied on a different color to avoid the possibility of mix-ups.

When the groups have finished, have the students identify some of the problems and frustrations they encountered; then have them express their feelings or emotions in the situation. Also discuss the observations made by the group observers about the groups working together.

When the activity is completed, the teacher should explain that this is like a family who tries to live together but never talks to each other. It's very difficult to accomplish anything and build relationships without promoting family communication. Communicating effectively as a family unit is a vital part of successful family life.

➧ 6. *"RED LIGHTS AND GREEN LIGHTS" OF COMMUNICATION*

Using the background information (pages 6.45-6.47) and the communication posters (pages 6.48-6.61), introduce each of the various "Red Light" techniques and then the corresponding "Green Light" techniques. The teacher should have the "Red Light" communication techniques reproduced on red paper and the "Green Light" communication techniques on green paper for maximum effectiveness.

Sometimes families get into a habit of using "Red Light" communication techniques with other family members (page 6.48).

DEFINITION: "RED LIGHT" COMMUNICATION TECHNIQUES: BEHAVIORS THAT STOP EFFECTIVE COMMUNICATION FROM TAKING PLACE.

The teacher should explain that there are different kinds of "Red Light" communication techniques, and it is easy to fall into the habit of using them.

The teacher should continue to explain to the students that for every "Red Light" communication technique, there is a contrasting "Green Light" communication technique (page 6.49).

DEFINITION: "GREEN LIGHT" COMMUNICATION TECHNIQUES: BEHAVIORS THAT ENCOURAGE COMMUNICATION AND POSITIVE RELATIONSHIPS.

The use of "Green Light" techniques make life much more pleasant around home.

OPTION: Have the students role play each "Red Light" technique and explain how they feel when someone else uses that type of communication with them. Then have the same students replay the same scene using the "Green Light" techniques and then explain how they feel when someone uses that type of communication with them.

"RED LIGHT" TECHNIQUES	"GREEN LIGHT" TECHNIQUES
"You" Messages	"I" Messages
"Authority" Messages	"Shared Decisions" Messages
"Blaming" Messages	"Shared Blame" Messages
"Know-It-All" Messages	"I Can Learn From You, Too" Messages
"Tuned-Out" Messages	"Tuned-In" Messages
"Put-Down" Messages	"Build-Up" Messages

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◆ 7. CONFLICT RESOLUTION

There are many ways to resolve family conflict(s). Two of these methods are:
1.) The "No-Lose/Win-Win" Method
2.) The Family Council

A. The "No-Lose/Win-Win" Method

The teacher needs to briefly discuss with the students the idea that many times there is a "winner" and a "loser" in conflict situations. This often creates hard feelings between family members, and generally, there doesn't really need to be a "winner" and a "loser." Basically, the conflict just needs to be resolved and it can be done with this method.

Present the "No-Lose/Win-Win" method of problem solving to the students by putting the following questions on the chalkboard or using the overhead transparency (page 6.62). Explain that the "No-Lose/Win-Win" method of solving problems is beneficial to everyone involved.

These are the five questions to be answered in the "No-Lose/Win-Win" method of problem solving:

1. What is the problem?
2. What are my feelings about the problem?
3. How do I add to the problem?
4. How do others add to the problem?
5. How or what can we change so that everyone is satisfied?

Review these steps by using the following example:

"Sally and John take turns cleaning up after meals every other day. John cleaned up twice last week for Sally so that she could go to some ball games. This week, John's friends were going to the movie on his night to clean up. Without explaining why, John told Sally that she would have to do the dishes for him that night. She got upset, told him that he always bossed her around, and that she wouldn't do his work. Since it was his turn to clean up, he would have to go to the movie late."

A. What is the problem?
(Sally doesn't like to be told what to do.)

B. What are John's feelings?
(He is angry with Sally and is mad that he will be late for the movie.)

C. How does he add to the problem?
(He doesn't explain what is going on.)

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D. How does Sally add to the problem?
(She won't trade chores with him, even though he traded with her the week before.)

E. How can they change so everyone is satisfied?
(John could explain why he wants her to do the dishes, and he should ask her to trade rather than telling her. Sally could use an "I" message to explain to John how she feels when he bosses her around. They could both try to think of how they would feel if placed in the other person's situation.)

Have each student complete the student activity guide, THE NO-LOSE/WIN-WIN METHOD, on pages 6.63-6.64.

B. The "Family Council" Method

The family council is an excellent method for families to communicate with each other. It can be an effective way to promote family togetherness. Many decisions can be made. What method you choose, the time, and place are not as important as just getting together to talk and listen.

Many important matters can be brought up and discussed. Planning and organizing are important. Rules should be established and everyone should agree to adhere to the decisions made. Being positive and helping family members feel good about themselves are vital for building family communication and relationships.

Frequently multiple viewpoints and/or differing opinions are expressed about the same issue by different family members. This is simply because different individuals think differently even though they may be from the same family. Differing opinions should not be viewed as a confrontation even though they sometimes seem really strange. Some of the positive aspects (and points for discussion) about differing opinions and/or multiple viewpoints are:

- They are an opportunity for us to develop intellectually
- They can make communication more interesting
- They can help us to understand ourselves better
- They can help us to identify what is important to us
- They can help us understand others better.

Family councils help promote family ties by working together as a family, playing together, sharing good times and bad times, making family dreams come true, and developing a strong love for one another. It is worth giving it a try and seeing if it works for you and your family.

The teacher might remind the students that good communication skills are helpful in making group decisions. It is important to practice our speaking and listening skills so that we can be a better group/family member during decision-making sessions.

Provide each classroom family with a copy of THE NO-NAME FAMILY COUNCIL (page 6.65). Have each family read about how this family council was set up and answer the questions on the "Family Council" student activity guides (pages 6.66-6.70). Then have each family establish their own council rules and practice having a family council using those rules. The teacher should give each family two of the "Family Council Concerns" (pages 6.67-6.69) to discuss in their family council.

8. ***FAMILY TRADITIONS***

CONCEPT: Traditions help build family unity and provide feelings of security. They do not need to be expensive or time consuming, but they must be something meaningful to the entire family.

Begin talking about traditions by asking students to give their first responses to the following items or activities:

homemade bread
playing in the snow
beach on a summer day
hiking in the mountains
the smell of flowers
grandma/grandpa
Fourth of July
New Year's Day
homemade cookies
campfires
autumn leaves
a kiss
a picnic
mealtime
Saturday morning
Christmas

Then discuss how traditions are often simple activities, such as a particular food on a given day or for a particular event (such as rice pudding, homemade bread, popcorn, apples, etc.) It may stimulate interest to have samples of such a food that has been a tradition in your family to share with the class while you explain about personal family traditions. Continue talking about traditions by addressing the following concepts:

- What does the term "tradition" mean? (page 6.71)

TRADITION: AN ESTABLISHED CUSTOM OR PRACTICE

- What makes a tradition?
(Doing the same activity at the same time repeatedly; it should be something meaningful to the entire family.)

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- How do traditions develop? Where do ideas come from?
(The family's native culture, friends or neighbors, grandparents, or other family members)

- Who is responsible for developing and following through with traditions?
(Can be parents, children, grandparents, or other family members; e.g., can be any family member or combination of members)

- Who should be included in family traditions?
(Both the parents and the children or other family members)

- How much should family traditions cost?
(They don't always need to cost any money, but some activities do cost money.)

- How can they be maintained?
(It is easier to maintain family traditions if parents and children make plans for the activity together and the family group participates in the activity.)

- How can traditions help develop family unity and provide feelings of security?
(Doing things together, interacting with each other, sense of achievement, predictability, provide source of memories, etc.)

Working in family groups and using the student activity guides, OUR FAMILY TRADITIONS and/or CELEBRATIONS AND TRADITIONS, (pages 6.72-6.73), have the students in the family groups share traditions in which their own families participate, including birthdays, and let each student record them on his/her paper. Then have the family groups decide on a tradition for their family group and complete the corresponding section of page 6.72. If time allows, have the students prepare to share the family tradition with the class in the form of a pantomime.

SUMMARY: There are many different kinds of family structures that function together as a unit. Family activities help family relationships grow and contribute to family pride and unity.

9. "SHARING"

The students will read the "Sharing Directions" (page 6.74) and complete the activity by matching the beginnings and endings of the phrases provided on the activity aids. The matching phrases (pages 6.75-6.81) are:

A SIBLING IS:	**A BROTHER OR SISTER**
COMPROMISE MEANS:	**EACH PERSON GIVING IN SOME TO ARRIVE AT A SOLUTION**
RESPECT MEANS:	**TREATING THE OTHER PERSON (OR THEIR POSSESSIONS) AS YOU WOULD LIKE TO BE TREATED**
ENCOURAGEMENT MEANS:	**USING POSITIVE STATEMENTS TO MAKE OTHERS FEEL GOOD ABOUT THEMSELVES**
SHARING MEANS:	**TO PARTICIPATE IN, USE, OR EXPERIENCE SOMETHING WITH ANOTHER PERSON**
SHARING REQUIRES:	**TWO OR MORE PEOPLE**
TO SHARE, THERE MUST BE:	**A GIVER AND A RECEIVER**

Then the students can complete the "Sharing Questions" on their student activity guide (page 6.82).

NOTE: The teacher needs to have the matching phrases reproduced and laminated ready for use.

10. THE ADVANTAGES OF ORGANIZATION

Read the story on page 6.83 to the students and have the students listen to determine what the problems were and how they could have been avoided. Using overhead transparencies of pages 6.84 and 6.85, introduce the students to the advantages of organization both individually and as a family. Begin by asking the students if anyone at their house has ever had to look for the scissors (or some other item commonly used by all family members). Ask the students how many people became involved in the hunt? For how long? This will lead to the point that lack of organization causes unneeded frustration and a lot of wasted time. Discuss the advantages of organization listed on page 6.84 and have the students complete the student activity guide, THE ADVANTAGES OF ORGANIZATION (page 6.86), by writing an advantage in each section of the page. See if the students can think of other advantages to add.

Then discuss some of the basic ways to get things organized and eliminate clutter in the home as listed on page 6.85. Again, see if the students can think of other ways to organize for efficiency and lack of confusion.

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◆ *11. FAMILY LINKS - TOPIC SUMMARY*

CONCEPT: All family members are responsible to other family members in many aspects, such as: 1) sharing, 2) helping, 3) encouraging, 4) cooperating, 5) respecting, and 6) compromising. While everyone has rights as individuals and family members, they also have responsibilities as individuals and family members.

NOTE: To do this activity, the teacher needs to have the signs of the six aspects of responsibility as a family member (pages 6.91-6.93) copied, laminated, and ready to hang around the students' necks. The teacher also needs to have either six (6) or twelve (12) sets of the family links (pages 6.88-6.90) copied, laminated, and ready to use, depending upon whether the six students have one (1) or two (2) sets each to work with. (It is suggested each type of link be copied on a different color paper.)

The teacher will call six students to the front of the classroom and give each student one of the six aspects signs (pages 6.91-6.93) to hang around his/her neck. Then the teacher will give each student one (or two) sets of the family links to use.

Begin the activity by explaining to the class that as individuals, we are also family members, and that as family members, we have some responsibilities to each other. For example, parents have some responsibilities to children (siblings), children have some responsibilities to parents, siblings have some responsibilities to other siblings, etc.

Explain that families are like chains—they must link together in lots of ways to make a strong family, and that each of the six students has three kinds of links:

1) "parent" link(s)
2) "sibling" link(s)
3) "self" link(s)

Starting with the first student (for example, sharing), have the student arrange the links to depict which family members are responsible for sharing with which family members. After the student has connected the links together, ask the student to explain why he/she has connected them together in that order or configuration.

Continue the process until each of the six students has been addressed. Then, beginning with the first student, direct the thought pattern through the use of questions to lead the students to see that the links of responsibility make a circle, and that each type of family member does have responsibility to the other types in each of the six aspects.

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Continue the thought process so that the students understand the strength and unity that comes from each type of family member carrying out their responsibilities to the other family members, etc.

To conclude, the teacher could have a poster or overhead transparency of the diagram on page 6.87 ready to illustrate the family responsibility cycle (links):

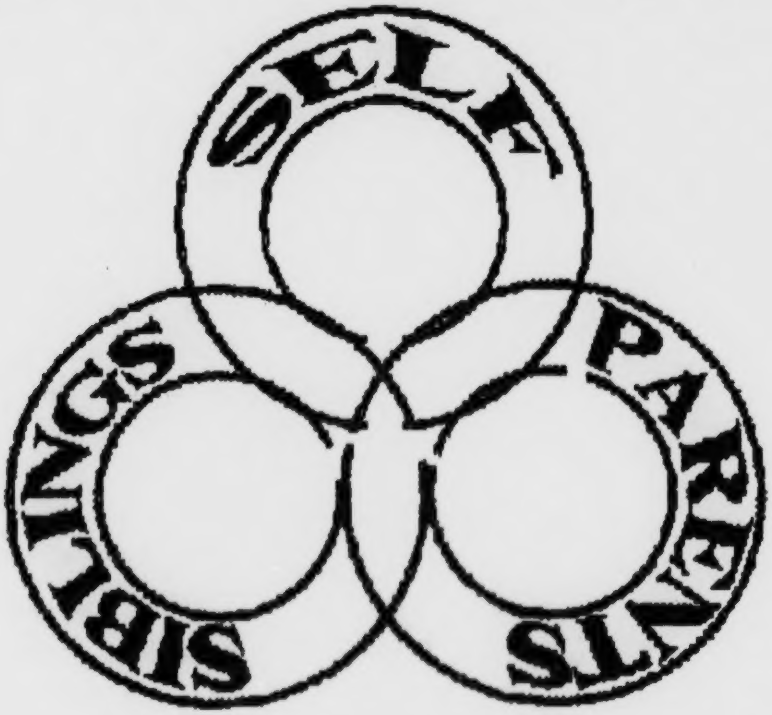
1) Siblings have responsibilities to parents, self, and other siblings.
2) Parents have responsibilities to siblings, partner (each other), and to self.
3) Self has responsibilities to siblings, parents, and to self.

The students can then complete the "Family Links" student activity guide (page 6.94).

For additional reinforcement of the family linkage concept, have the patterns provided on pages 6.88 through 6.90 enlarged so they are approximately one foot or more in diameter and display them on a bulletin board in the classroom.

12. ***IDENTIFICATION OF RELATED CAREERS***

Using the career information provided (page 6.95) and the career posters (pages 6.96-6.97), introduce the careers related to family relationships and communication.



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CORE TEST QUESTION BANK

UNIT: **FAMILIES**

TOPIC #6: **FAMILY DYNAMICS**

20.0001-0201 ***Define family-related terms.***

1. A "family" is an individual or a group of people bonded by marriage, blood, or other means who have established a household.
   a.* True
   b. False

2. The term "sibling" refers to:
   a.* One of your brothers or sisters
   b. One of your parents
   c. One of your aunts or uncles
   d. One of your grandparents

3. The term "compromise" means:
   a. Getting your own way
   b. Someone else getting his/her own way
   c.* Each person giving in some to arrive at a solution
   d. Not being able to solve a problem

4. The term "respect" means:
   a.* Treating the other person as you would like to be treated
   b. Giving up your privacy
   c. Trying to get your own way
   d. Letting someone else have his/her own way

5. The term "encouragement" means:
   a. To follow the leader
   b. Each person gives up a little so there is no winner or loser
   c. Letting someone else have his/her own way
   d.* Using positive statements to make others feel good about themselves

TEST QUESTIONS

20.0001-0202 Examine a variety of family types.

1. Match the family types on the left with the descriptions on the right by putting the letter of the term in the space before the definition.

a.	Nuclear/Traditional	__b__	Mother, father, grandparent or other relative, and children
b.	Extended Family	__e__	One parent and children
c.	Single Adult(s) Family	__f__	Husband and wife, no children
d.	Blended Family	__c__	Single adult(s) living alone or together
e.	Single Parent Family	__d__	Remarried parent(s) with children
f.	Childless Couple	__a__	Mother, father, and children

20.0001-0215 Define terms related to family communication.

1. Match the terms on the left with the descriptions on the right by putting the letter of the term in the space before the definition.

a.	"You" Message	__e__	When each person gives in some to arrive at a solution
b.	"I" Message	__b__	When the speaker takes responsibility for his/her feelings in his/her message
c.	Positive Statements	__d__	Treating the other person as you would like to be treated
d.	Respect	__a__	When the speaker places blame on another person in his/her message
e.	Compromise	__c__	A statement that encourages a person by making him/her feel good about the things he/she does or says

TEST QUESTIONS

20.0001-0216 List qualities that support positive family relationships.

1. Check each item listed below that is a quality that supports positive family relationships. (There are four (4) correct answers.)
   _*__ a. Willingness to compromise and accept each other's differences
   _____ b. Make rude comments to each other
   _*__ c. Willingness to help each other
   _*__ d. Each person does his/her share of the work
   _____ e. Must have their own way all the time
   _*__ f. Using a lot of "I" messages

2. Check each item listed below that a person could do to contribute to a positive, strong, healthy family. (There are three (3) correct answers.)
   _____ a. Pout when you don't get your way
   _*__ b. Do your fair share and a little more
   _*__ c. Use a pleasant tone of voice
   _____ d. Fight with your brothers and sisters over every little thing
   _____ e. Criticize your parents for the things they do that you don't like
   _*__ f. Be quiet sometimes when you would rather say something sarcastic

20.0001-0217 Explore the value of multiple viewpoints and/or differing opinions.

1. Opinions or viewpoints that are different from ours:
   a. Are usually pretty stupid
   b. Aren't really worth listening to
   c. Can help us to develop intellectually
   d. Sometimes seem really strange
   e.* Answers "c" and "d" are both correct

2. Opinions or viewpoints that are different from the most popular ones can:
   a. Make communication easier
   b.* Make communication more interesting
   c. Make communication less interesting
   d. All of these answers are right

3. Opinions or viewpoints that are different from ours:
   a. Can help us to understand ourselves better
   b. Can help us to identify what is important to us
   c. Can help us understand others better
   d.* All of these answers are right

TEST QUESTIONS

20.0001-0218 Identify techniques for resolving family conflict situations.

1. There are ________ perfect families in the world.
   a. Many
   b. Some
   c.* No
   d. A few

2. ________ families have some problems to deal with.
   a.* All
   b. Most
   c. Some
   d. Few

3. It is __________ for families to have disagreements.
   a.* Normal and healthy
   b. Not normal
   c. Unhealthy
   d. Dumb

4. During times of conflict, some behaviors increase the conflict while other behaviors can reduce the conflict. Check each behavior that would probably increase the conflict. (There are four (4) correct answers.)
   _____ a. Accept some blame for the problem
   __*_ b. Avoid telling the whole truth about what happened
   __*_ c. Call the other person a bad name
   _____ d. Forget the problem once it has been settled
   __*_ e. Agree to the solution, but don't do it because you think it's stupid
   __*_ f. Let your actions show everyone you are angry

5. "I" messages are a ______________ way of solving conflicts.
   a. Negative
   b.* Positive

6. "You" messages are a _______________ way of solving conflicts.
   a.* Negative
   b. Positive

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TEST QUESTIONS

7. When a family has a problem, there are several things that must be determined before the conflict can be resolved. These steps are not listed in the correct order. Number them from 1 to 5 in the order they should be done.

__2__ What are my feelings about the problem?
__4__ How do others add to the problem?
__3__ How do I add to the problem?
__1__ What is the problem?
__5__ How and what can we change so that everyone is satisfied?

8. When you use the "No-Lose" method of problem solving:

a. Someone wins and someone loses
b. No one wins and no one loses
c.* Everyone wins and no one loses
d. No one wins and everyone loses

9. The "No-Lose/Win-Win" method of problem solving considers five different things. Check the five things considered in this method.

_____ a. Who should win and who should lose
__*__ b. What is the problem?
__*__ c. What are your feelings about the problem?
_____ d. Who should be punished?
__*__ e. How do you add to the problem?
_____ f. How do the neighbors solve problems like this?
__*__ g. How do others add to the problem
__*__ h. How can the problem be solved so that everyone is satisfied?
_____ i. How can the problem be solved so that I'm happy?

10. The "No-Lose/Win-Win" method of problem solving can be used when you have problems:

a. With other family members
b. With someone at school or work
c. With a friend
d.* In any of the above situations

11. "Red Light" communication techniques:

a. Strengthen communication and relationships
b.* Weaken communication and relationships

12. "Green Light" communication techniques:

a.* Strengthen communication and relationships
b. Weaken communication and relationships

TEST QUESTIONS

13. "Authority" messages are when:
    a.* One person makes a decision
    b. A decision is shared
    c. A group makes a decision

14. "Blaming" messages are used when:
    a. A person is willing to accept the blame
    b. A person is willing to share the blame
    c.* A person is not willing to take any blame

15. "Know-It-All" messages make the speaker feel:
    a. Like the listener is interested in what's being said
    b.* Like what he/she has to say isn't very important

16. "Tuned-Out" messages tell the speaker that:
    a.* The listener isn't really listening
    b. The listener is listening carefully

17. "Put-Down" messages:
    a. Help to build someone else's self-concept
    b.* Help to tear down someone else's self-concept

18. A "Tuned-In" message lets the speaker know that:
    a. The listener doesn't really care what is being said
    b.* The listener cares a lot about what is being said

20.0001-0203 Consider reasons for having family traditions.

1. A good reason to have family traditions is:
    a.* To build family unity and a sense of security
    b. Because everyone else does
    c. They cost a lot of money
    d. To keep everyone from watching television

2. The responsibility for establishing family traditions can be carried out by:
    a. The children
    b. The parents
    c. The grandparents
    d.* Any of the above

3. Ideas for family traditions might come from:
    a. The family's native culture
    b. Friends or neighbors
    c. The grandparents
    d.* Any of the above

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TEST QUESTIONS

4. Family tradition activities usually include:
   a. Only the children
   b. Only the parents
   c.* Both the parents and the children

5. Family traditions help to develop family unity because:
   a.* All or most of the family members do something together on a regular basis
   b. Each family member does something different every year
   c. Half of the family does one thing, and the other half does something else and they meet afterward

6. Meaningful family traditions:
   a. Should cost a lot of money
   b.* Do not need to cost any money
   c. Need to cost a little money
   d. Both b and c answers are correct

7. It is easier to maintain family traditions if:
   a. Parents and children make plans for the activity
   b. The whole family participates in the activity
   c.* Both "a" and "b" happen
   d. Neither "a" nor "b" happen

8. Family traditions should be:
   a.* Something meaningful to the entire family
   b. Meaningful only to the parents
   c. Meaningful only to the children
   d. Meaningful to the neighbors

9. A tradition is an established custom or practice.
   a.* True
   b. False

20.0001-0207 Assess the positive aspects of sharing with other family members.

1. When sharing a room with another family member:
   a.* It is very important to respect the other person's privacy and possessions
   b. Everything in the room should be shared with the other person
   c. It's okay to borrow the other person's clothes if you tell them later

TEST QUESTIONS

2. "Sharing" is:
   a.* An important part of being a family member
   b. Not an important part of being a family member
   c. Something only the kids need to do
   d. Something only the parents need to do

3. Allison is 13 years old. Allison and her mother have lived in a two-bedroom apartment since her parents were divorced five years ago. Her mother is getting ready to marry a man who has a 19-year-old son, Paul, and a 12-year-old daughter, Amanda. The blended family will move into a three-bedroom house and Allison and Amanda will have to share a room.

3A. One of the first things Allison and Amanda should do is:
   a. Divide the room in half and put a screen or curtain between them
   b.* Make a list of items they are willing to share and establish some ground rules for sharing them
   c. See who can take up the most space
   d. Fight to see who gets the bed by the window

3B. Allison and Amanda will also need to:
   a. Buy some locks to put on their drawers
   b. Be sure that everything from both of their previous bedrooms is in this one
   c.* Be sure that each one has some personal space of her own
   d. Be sure there is some way they can't see each other

3C. Regarding the way the room will be decorated, it would be best if:
   a. Allison made the decisions with her mother
   b. Amanda made the decisions with her father
   c. The mother made the decisions for the girls
   d.* Both girls made the decisions together with the parents' approval

3D. Probably the room decor should be:
   a. Exactly the way Allison wants it
   b. Exactly the way Amanda wants it
   c.* A combination of the way Allison and Amanda want it with the parents' approval
   d. The way the mother thinks is best

3E. At first Amanda and Allison might:
   a. Feel like their personal space is being invaded
   b. Feel a little cramped
   c. Enjoy having the company of someone else
   d. Treat each other like guests
   e.* Any of the above answers could be true

TEST QUESTIONS

3F. Amanda and Allison will probably soon realize that:
   a. Since Allison is the oldest she should get her way
   b. Since Amanda is the youngest she should get her way
   c.* Things work out best when each is willing to compromise
   d. They always have their parents to settle the differences for them

3G. Amanda and Allison can:
   a. Learn a lot about themselves in this situation
   b. Learn a lot about each other in this situation
   c. Learn a lot about sharing and living together
   d.* All of these answers are correct

3H. Some basic things Amanda and Allison need to expect are:
   a. They won't do everything exactly the same way
   b. They will have the same type of personality
   c. They won't agree on everything
   d.* Both "a" and "c" answers are correct

3I. If Amanda and Allison are both unselfish and open-minded, they:
   a.* Could become friends
   b. Could become bitter enemies
   c. Could act like the other one didn't exist
   d. Could spend a lot of time resenting each other

3J. In a new relationship like this, both Amanda and Allison have the opportunity to get to know someone that they might not have if they didn't share a room.
   a.* True
   b. False

3K. Just like other family relationships, Amanda and Allison need to:
   a. Consider their own personal needs first
   b. Try to get each other in trouble
   c.* Show respect for each other and each other's possessions
   d. Try to get their own way

4. To participate in, use, or experience something with another person is known as:
   a. Caring
   b.* Sharing
   c. Sibling rivalry
   d. Being selfish

5. The person who offers to share with someone else would be called the:
   a. Receiver
   b.* Giver

TEST QUESTIONS

6. The act of sharing requires:
   a. Only one person
   b.* Two or more people
   c. Five or more people
   d. Ten or more people

7. The term "sharing" means":
   a.* To give or receive a part of something
   b. To give a part of something
   c. To receive a part of something

8. The person who accepts another person's offer to share would be called the:
   a.* Receiver
   b. Giver

20.0001-0206 Examine the advantages of organization.

1. Place a check by each item that is an advantage of being organized. (There are four (4) correct answers.)

   _*__ a. You don't have to waste time hunting for things

   _*__ b. Your possessions are less likely to be lost or damaged

   ____ c. It makes getting dressed more difficult

   _*__ d. You feel more at ease and settled in your space

   ____ e. It takes too much time

   _*__ f. Your room looks better and you enjoy it more

2. Place a check by each item that describes a way to help get things organized and eliminate clutter. (There are four (4) correct answers.)

   _*__ a. Store all of your socks together in the same drawer

   _*__ b. Get rid of clothes you've outgrown or no longer wear

   _*__ c. Store papers, small objects, or hobby items together

   ____ d. Store everything you can in your brother's or sister's bedroom

   ____ e. Put your dirty clothes in a pile on the floor until laundry day

   _*__ f. Keep your bed made and your clothes put away

20.001-0211 Identify various types of transportation.

1. The main type of transportation used in the United States is the:
   a. Bus
   b. Train
   c.* Automobile
   d. Bicycle

2. People who live in large cities often use this form of transportation:
   a.* Subway or bus
   b. Horse
   c. Truck
   d. Automobile

3. People who live in more rural areas (the country) largely depend on this vehicle for transportation:
   a. Subway or bus
   b. Horse
   c. Truck
   d.* Automobile

20.001-0212 Consider factors affecting transportation choices.

1. Owning one or more automobiles is:
   a. A major expense for most families
   b. A minor expense for most families
   c. A necessary expense for most families
   d.* Both a and c answers are correct

2. A family should generally spend no more than which of the following percentages of their income on transportation?
   a. 10 percent
   b.* 15 percent
   c. 20 percent
   d. 25 percent

3. Check the items listed below that are included in "transportation costs": (There are four (4) correct answers.)
   _*__ a. The car payment
   _*__ d. Insurance for the car
   _*__ c. The costs for car repairs and gas
   ____ d. The costs for gas only
   _*__ e. The cost of the car taxes and license
   ____ f. The cost of a new tape or CD for the CD/cassette player

Name ______________________ Period _____ Date __________ Score _____

WHAT IS A FAMILY?

1. A family is: ____

____

2. A family is people caring ______________________________________

3. A family is people __________________ and _________________ love.

4. A family is people _________________ and ________________ together without feeling ashamed.

5. A family is people reaching out to ________________________________

____

6. A home is a haven where one's basic ___________ and _____________needs are met.

7. A family is a unit wherein ______________________ is developed through the help and love of other family members.

8. The family is the ______________ ___________ of society.

There are many types of families. Some of these are:

1. ____________________________
2. ____________________________
3. ____________________________
4. ____________________________
5. ____________________________
6. ____________________________

You are an important part of your family!

On the back of this paper, list ten (10) reasons why YOU are an important part of your family.

Name ________________________ Period ______ Date ___________ Score_____

WHAT IS A FAMILY? - TEACHER KEY

1. A family is: AN INDIVIDUAL OR A GROUP OF PEOPLE BONDED BY MARRIAGE, _BLOOD, OR OTHER MEANS WHO HAVE ESTABLISHED A HOUSEHOLD_____

2. A family is people caring __ABOUT EACH OTHER AND SHOWING IT________

3. A family is people __GIVING_____________ and ___RECEIVING______ love.

4. A family is people __LAUGHING_________ and ___CRYING________ together without feeling ashamed.

5. A family is people reaching out to __EACH OTHER AND NEIGHBORS AND_________FRIENDS____

6. A home is a haven where one's basic _PHYSICAL___ and _EMOTIONAL___ needs are met.

7. A family is a unit wherein ___CHARACTER___________ is developed through the help and love of other family members.

8. The family is the ___BASIC_______ __UNIT_____ of society.

There are many types of families. Four of these are:

1. _NUCLEAR/TRADITIONAL_______
2. _EXTENDED__________________
3. _BLENDED___________________
4. __SINGLE PARENT__________
5. __CHILDLESS COUPLE_______
6. __SINGLE ADULTS___________

You are an important part of your family!

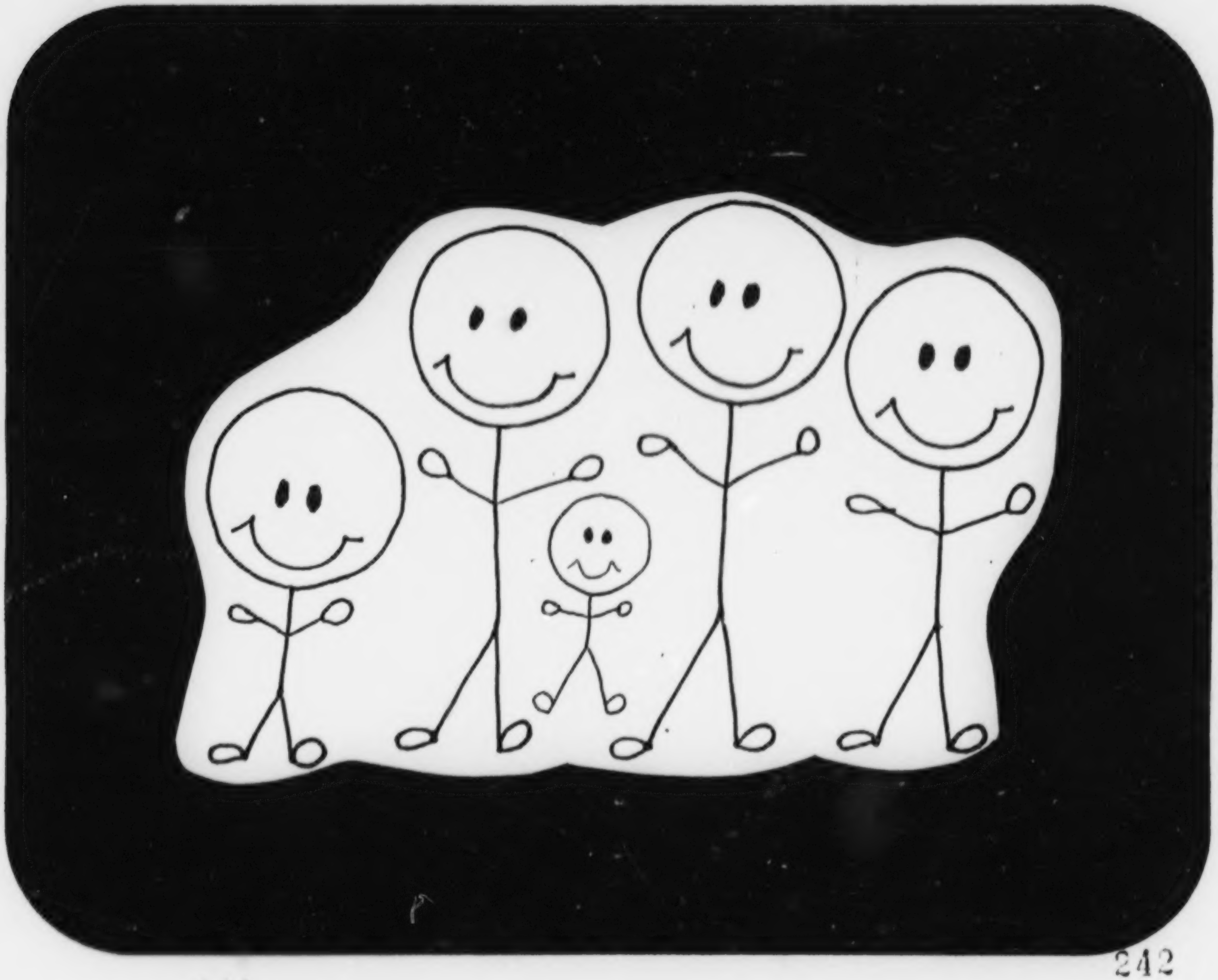
On the back of this paper, list ten (10) reasons why YOU are an important part of your family.

FAMILY

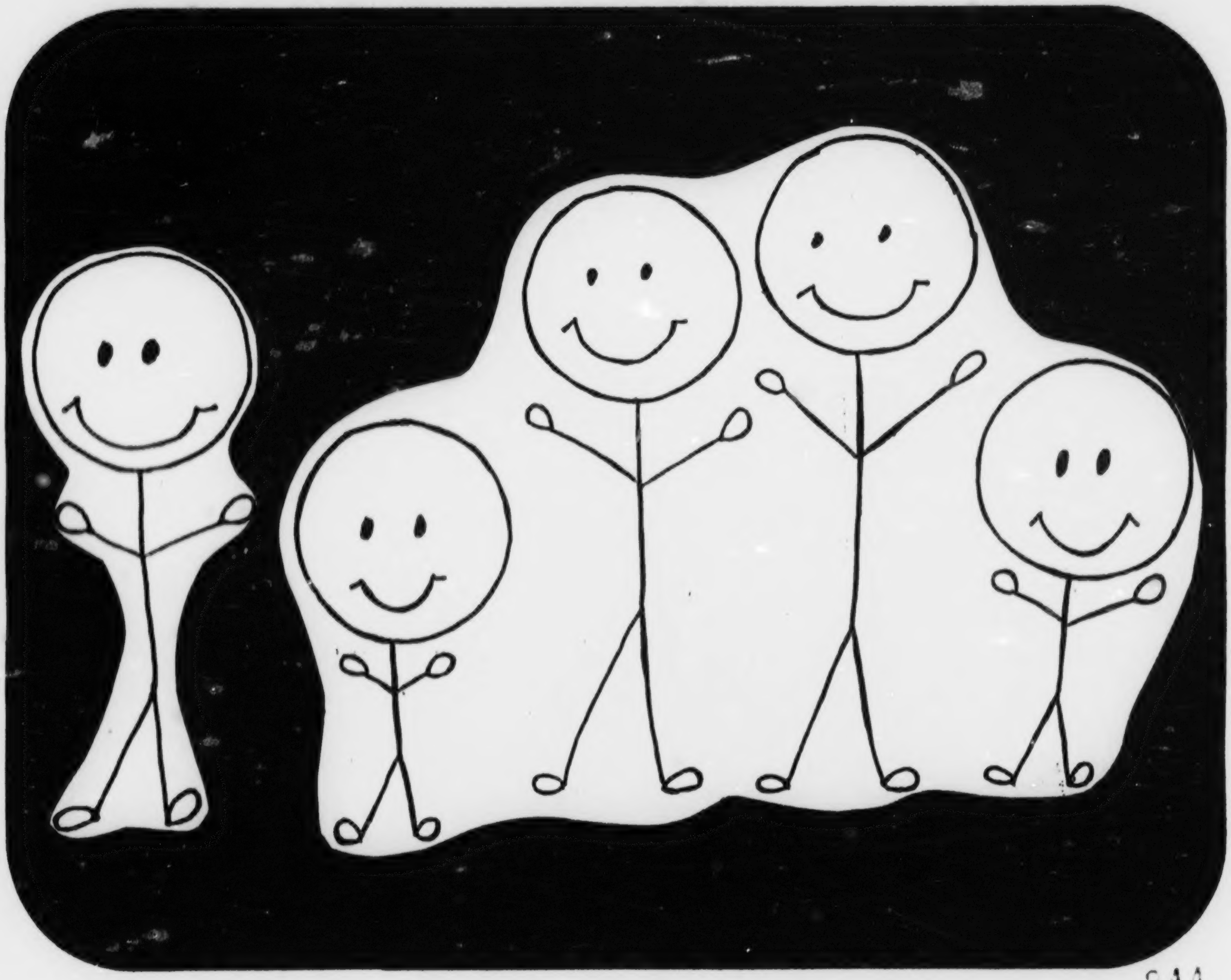
AN INDIVIDUAL OR
GROUP OF PEOPLE
BONDED BY MARRIAGE,
BLOOD, OR OTHER MEANS
WHO HAVE ESTABLISHED
A HOUSEHOLD

FAMILY TYPES

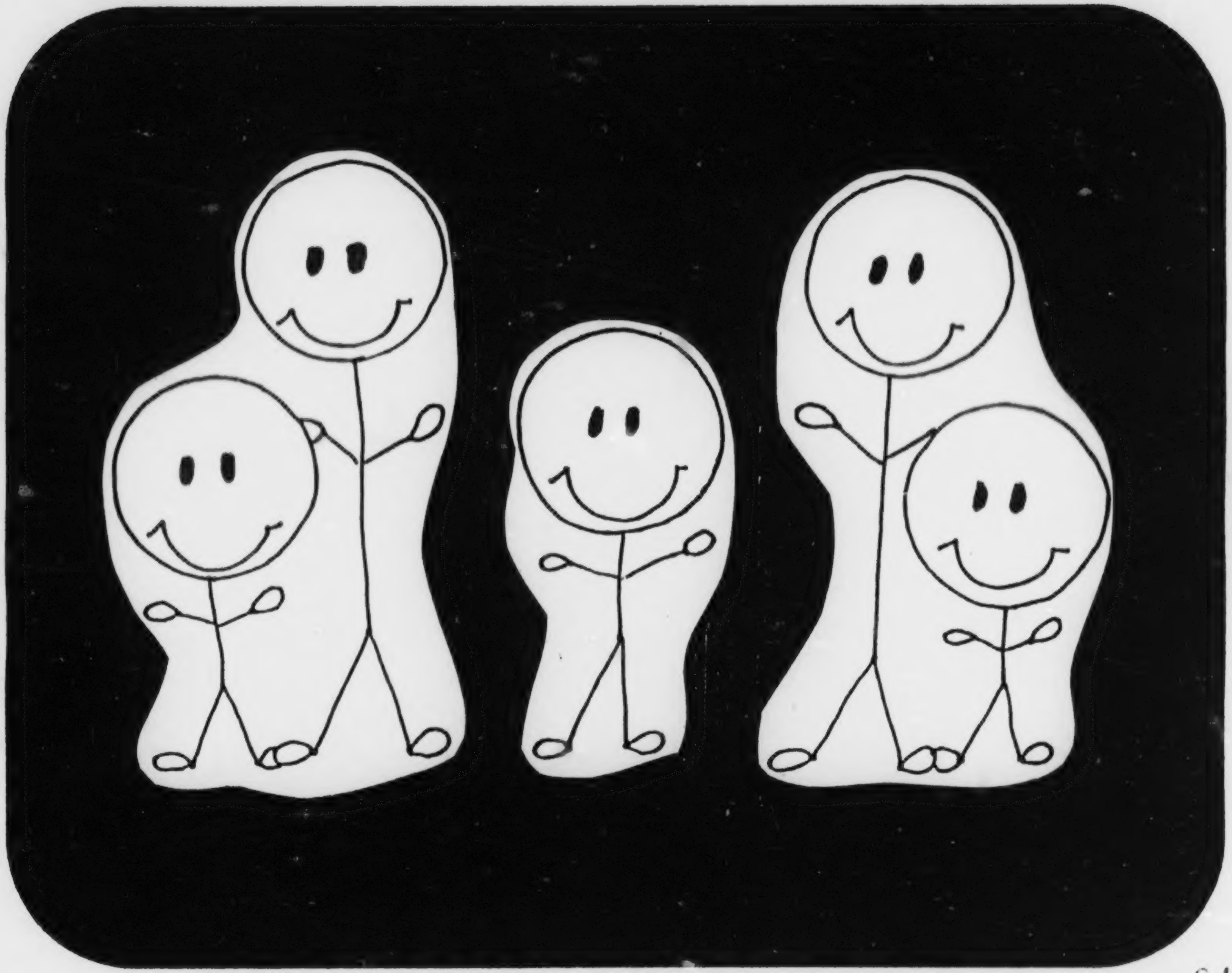
NUCLEAR/TRADITIONAL:	**Mother, father, children**
EXTENDED FAMILY:	**One or more parents, children, and grandparent or other relative**
BLENDED FAMILY:	**Two parents with children from previous families; children together (or any combination)**
SINGLE PARENT FAMILY:	**One parent and children**
CHILDLESS COUPLE:	**Couple with no children**
SINGLE ADULT(S) FAMILY:	**Single adult(s) living together or alone**



TRADITIONAL FAMILY

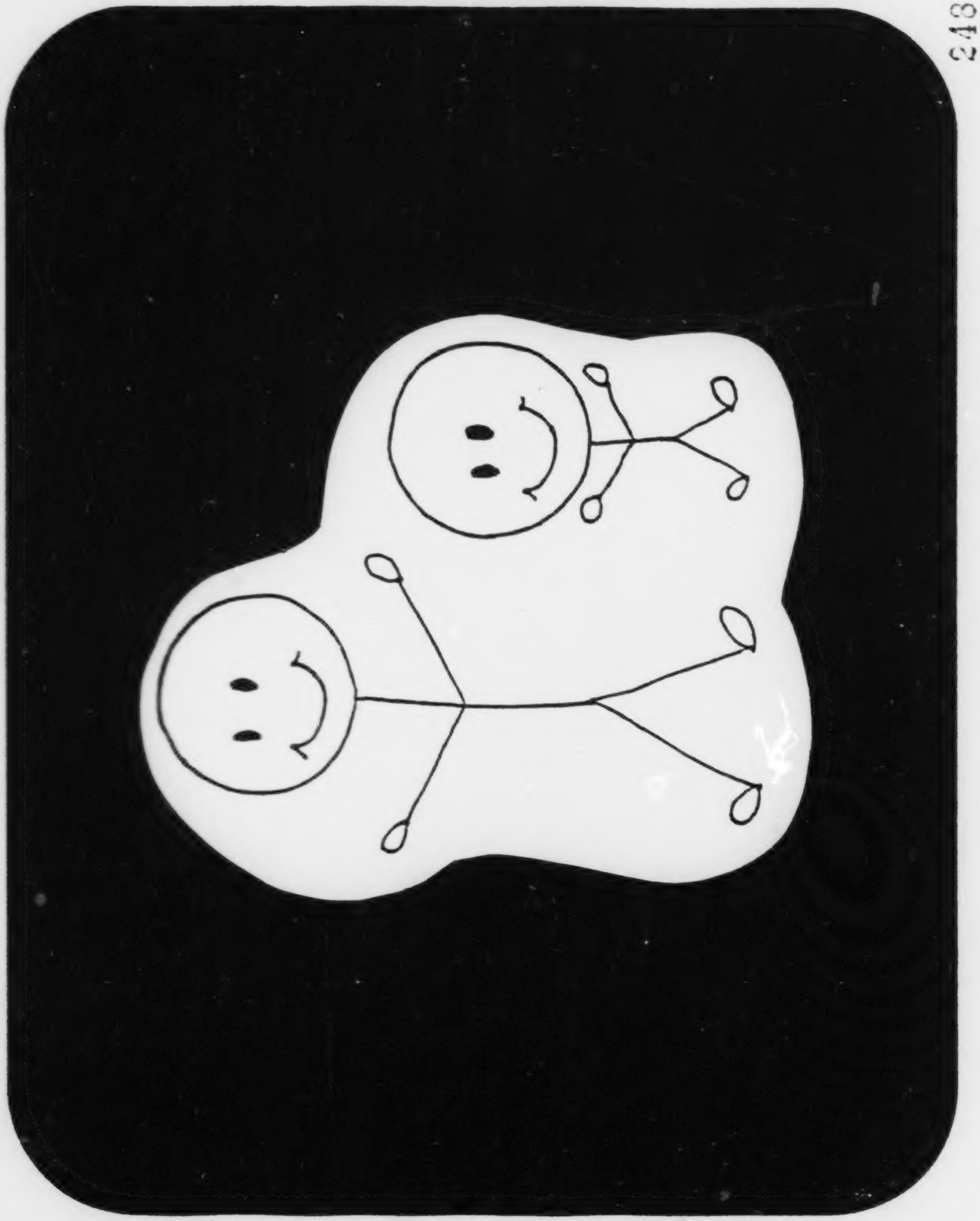


EXTENDED FAMILY

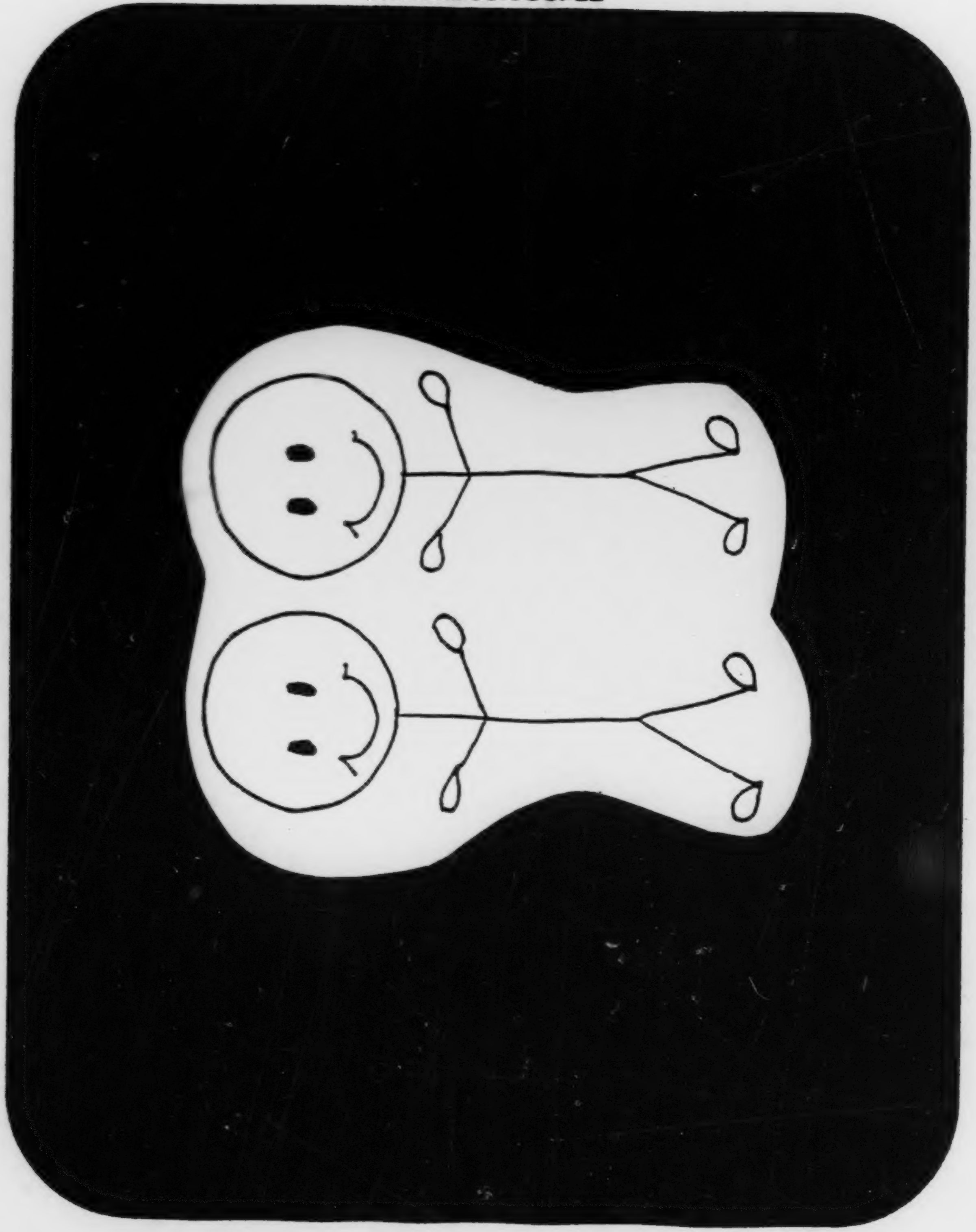


BLENDED FAMILY

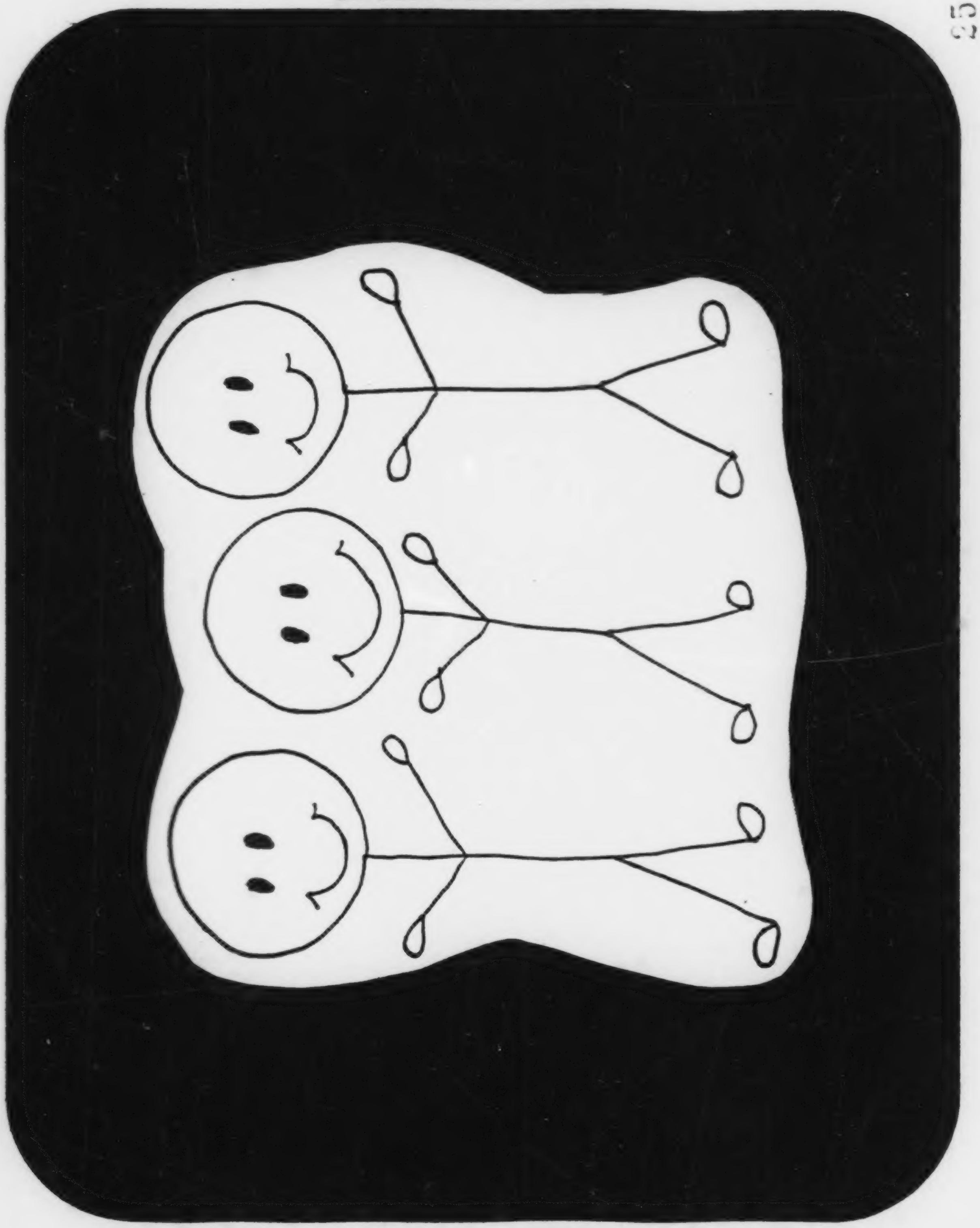
SINGLE PARENT FAMILY



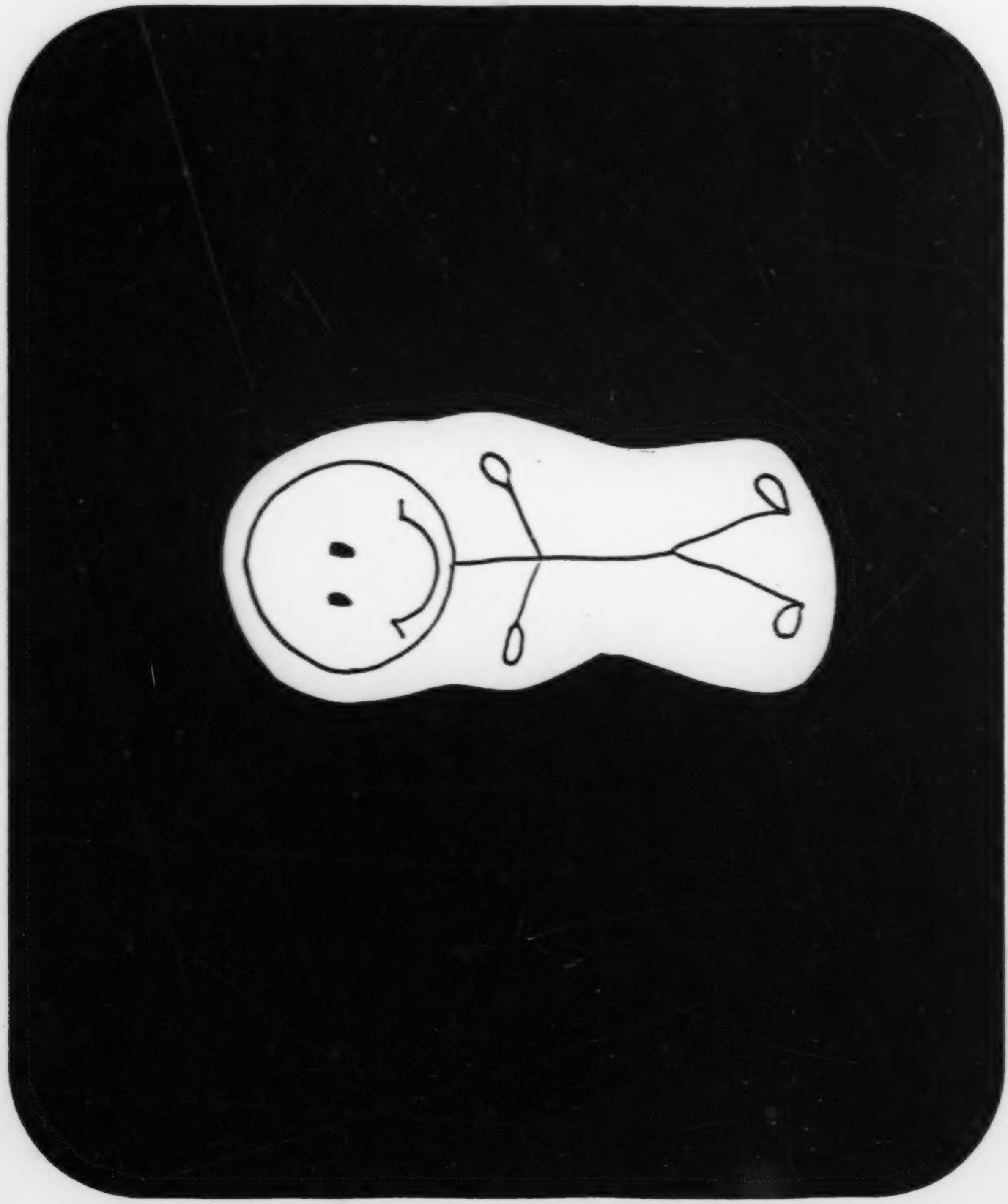
CHILDLESS COUPLE



SINGLE ADULTS FAMILY



SINGLE ADULT



FAMILY TYPES

(For Student Family Drawing)

NUCLEAR/TRADITIONAL:	Mother, father, children; mother works.
NUCLEAR/TRADITIONAL:	Mother, father, children; father works.
NUCLEAR/TRADITIONAL:	Mother, father, children; both parents work.
EXTENDED FAMILY:	Mother, father, children, grandparent; both parents work.
BLENDED FAMILY:	Two parents with children from previous families; one child together; both parents work.
BLENDED FAMILY:	Two parents with children from previous families; one child together; one parent works.
SINGLE PARENT FAMILY:	One parent and children.
CHILDLESS COUPLE:	Couple with no children; both persons work.

Students in ____________ ____________ ____________

Family: ____________ ____________ ____________

FAMILY INFORMATION

A family is: ____

____

1. Our family name is: ______________________________
2. Our family type is: ______________________________
3. The members of our family who work are:

   ____________ ____________ ____________

   Their jobs are:

   ____________ ____________ ____________

   Their salaries are:

   ____________ ____________ ____________

4. Names of our family members: Age:

   ______________________________ ________

   ______________________________ ________

   ______________________________ ________

   ______________________________ ________

   ______________________________ ________

   ______________________________ ________

5. Draw your family flag as instructed.

Place this sheet in your Family Record Book.

Students in ____________ ____________ ____________

Family: ____________ ____________ ____________

Family Name______________________ Period______ Date__________

Family Type______________________________________

FAMILY RECORD BOOK GRADING SHEET

______ 1. Family Information

______ 2. Family Flag

______ 3. Our "________" Family Tradition

______ 4. Family Careers and Income

______ 5. "The Family House"

______ 6. "The Family Auto"

______ 7. "The Family Budget"

______ 8. Overall appearance and presentation

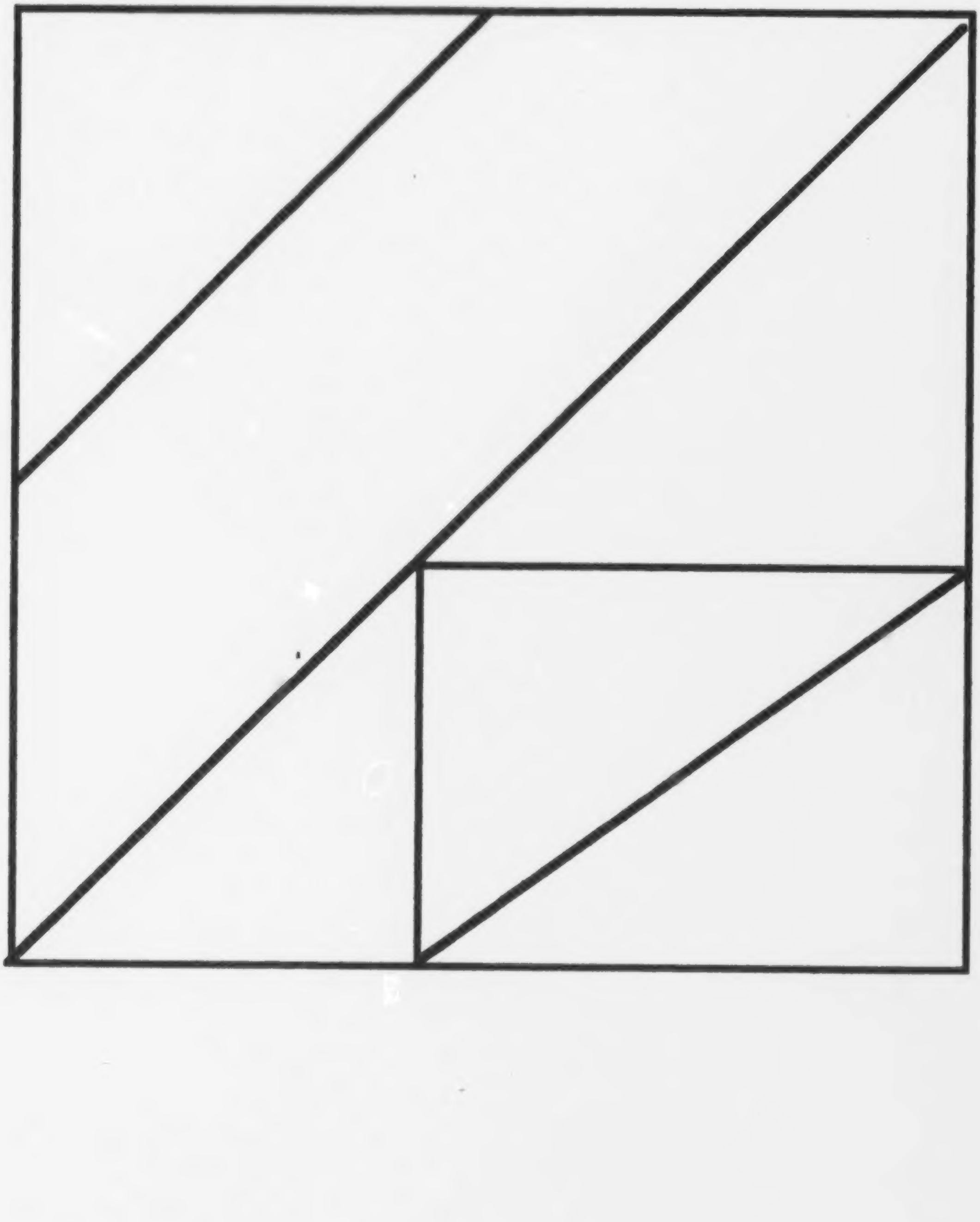
______ Final Score

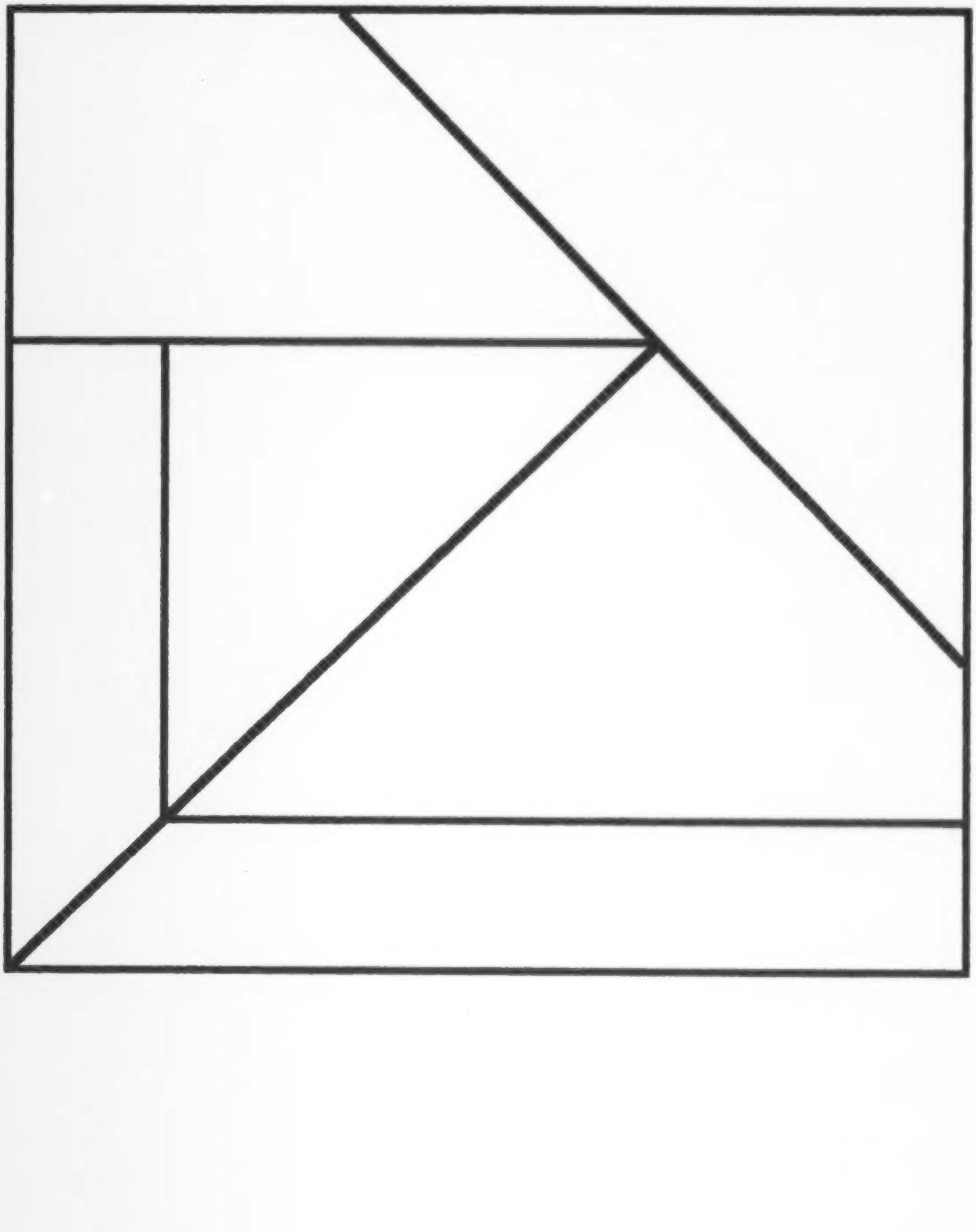
FAMILY RECORD BOOK
T-L-C

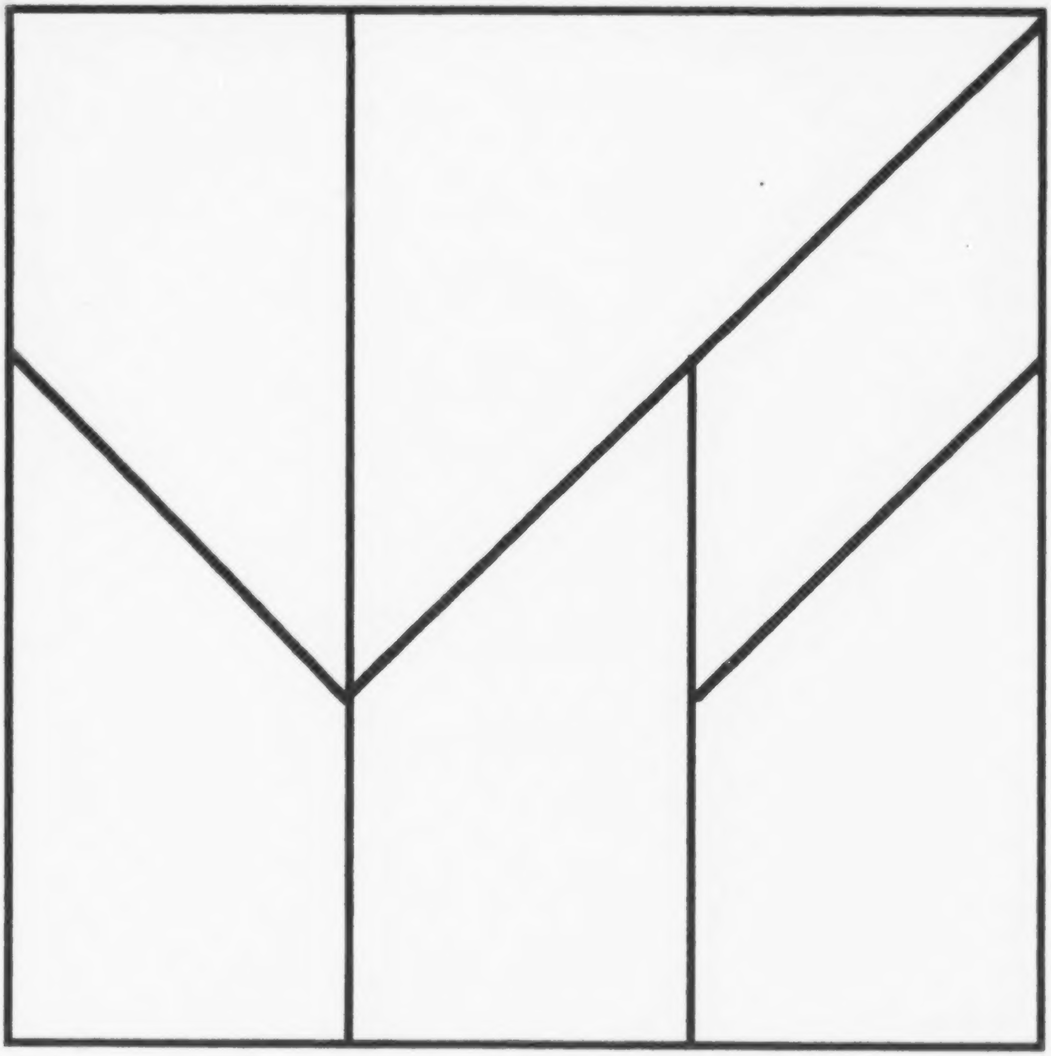
CUT SLITS HERE TO PUT FLAG OVER POLE

"FAMILY FLAG PATTERN"

7" x 9"







COMMUNICATION PUZZLE
OBSERVATION SHEET

FAMILY NAME____

1. DID ALL THE FAMILY MEMBERS PARTICIPATE IN PUTTING THE PUZZLE TOGETHER? ____________________________________

2. DID ONE PERSON BECOME THE LEADER?____________________

   IF SO, WHO? ____________________________________

3. HOW DID THEY COOPERATE WITH EACH OTHER?_________________

   ____

   ____

4. HOW DID THE FAMILY MEMBERS USE NONVERBAL COMMUNICATION TO PUT THEIR PUZZLE TOGETHER?___________________________

   ____

   ____

5. DID THE FAMILY MEMBERS SHOW ANY FRUSTRATION AS THEY TRIED TO WORK TOGETHER WITHOUT COMMUNICATING?

   ____

   ____

   ____

NAME OF OBSERVING STUDENT: _________________________________

"RED LIGHT" AND "GREEN LIGHT" COMMUNICATION TECHNIQUES

RED LIGHT #1: "You" Messages

"You" messages are often used to blame someone else for the way we feel or accuse someone of doing something. This is usually done by beginning the conversation with a "you" message, such as "You make me mad," or "You are a dummy." This makes the other person feel bad, makes them defensive, and creates poor communication. It is much better to express how you feel by using an "I" message rather than blame others for your feelings. The teacher should provide some examples of the two types of messages so the students can understand that "I" messages encourage communication rather than block it.

Example: If you are angry with your brother for losing your comb, instead of saying "You are so stupid," express yourself with an "I" message such as "I am angry because you lost my comb." Using the following instances, have the student's practice using "I" messages to communicate their feelings.

There are two basic parts of an "I" message and they are:

1. Say how you feel: "I feel........"
2. State what happened: "When you......"

Either part can be stated first, but it is better to start with the "I" part if possible.

Role play situations:

a. Your parents nag and yell at you in front of your friends.
b. Your sister borrowed your bike and now it has a flat tire.

Red Light # 2: "Authority" Messages

This type of communication technique includes giving advice, directing, forbidding, and ordering or commanding. It doesn't really leave any room for conversation or two way communication; e.g., the communication stops when one person has finished. (Their word is final.) It does not allow the other person to participate. Consequently, the person spoken to resents the message and/or the behavior and probably doesn't really receive the message. "Shared decisions" is a much more effective way of communicating.

Example: Student: "I wanted to tell you why I didn't get my homework done last night."

Parent: "I told you that you shouldn't go to the school and work on the float. Next time I'll just put my foot down and won't let you go, and then you can get your homework done on time."

Role play situations:

a. Every day you fight with your brother over which video to watch.
b. The family has decided to go camping for your vacation this year. You wanted to go to Disneyland.

"RED LIGHT" AND "GREEN LIGHT" COMMUNICATION TECHNIQUES - PAGE 2

Red Light #3: "Blaming" Messages

This communication technique is when a person will not accept any share of the responsibility for the problem; e.g., it is always someone else's fault. This is a very common "Red Light" technique because people are hesitant to admit their own mistakes. It is usually much easier to communicate when each person is willing to take some part of the blame ("shared blame"), and, consequently, each person feels better about the other.

Example: Joe and Sam are playing baseball in the back yard. Joe hits the ball through Mrs. Holmes' bedroom window. Sam could put all of the blame on Joe since Joe hit the ball. After talking it over, Joe and Sam decide to go together to talk to Mrs. Holmes about the window. They both agree to work for Mrs. Holmes in her yard for two weeks.

Role play situations:

a. You and your brother are playing tag in the front room and knock over the lamp and break it.

b. It is report card day and you have some bad grades on your card.

Red Light #4: "Know-It-All" Messages

This is when a person tries to share his/her feelings and problems with someone else, and the listener immediately tells the speaker he/she knows "just what the speaking is talking about" and doesn't let the person finish. No matter what is said or told, the listener already knows it! Consequently, the listener makes the speaker feel pretty stupid and wish he/she hadn't tried to share with the other person. "I Can Learn From You, Too" messages are received much more easily and willingly.

Example: Student: "I didn't have time to do my home chores last night."
Older sibling: "Everyone has time to do what they want to do. It's your own fault for not doing first things first."

Role play situations:

a. You have a problem with your parents and don't know what to say, but your friend always acts like he/she knows exactly what to say and how to say it.

b. Your lab partner does not know much about using a microwave oven, and you've had one at your house for a several years. He/she needs some help.

"RED LIGHT" AND "GREEN LIGHT" COMMUNICATION TECHNIQUES - PAGE 3

Red Light #5: "Tuned-Out" Messages

This type of communication technique occurs when the listener simply doesn't listen to what's being said. He/she is so engrossed in his/her own thoughts that he/she doesn't pay attention to what the speaker is saying. Often times the listener's focus is on himself/herself to the point he/she doesn't even hear what's being said. "Tuned-In" messages are when the listener is very attentive and shows that he/she understands what the speaker is really saying.

Example: Student: "I can't seem to do anything to please my mother anymore. I don't know what's wrong, whether it's me or if she's having a problem."
Friend: "Yes, your mother is really a nice lady. I wish she was my mother."

Role play situations:
a. You weren't invited to your friend's birthday party and your feelings are hurt. You want to tell your mother about your feelings.
b. You are telling your friend about a new game you received for your birthday and he/she is telling you about his/her plans for the coming weekend.

Red Light #6: "Put-Down" Messages

"Put-Down" messages are used to put each other down. They tear down other family members' self-concepts and block the possibility of warm feelings. Even when we are teasing, "Put-Down" messages can hurt a lot. It is far better to spend our energy giving "Build-Up" encouraging messages to other family members and to our friends.

Example: Son: "Oh no, Mom, where did you get that ugly dress? You're not really going to wear that, are you?"

Role play situations:
a. Your sister just got a new hair style and it looks funny.
b. Your friend, Charlie, has his sweater buttoned wrong.

SUMMARY: There are many ways of blocking communication between family members. There are also positive ways of helping communication between family members. Since we are in charge of our bodies and our minds, we choose which type of communication we use. The kind of messages we send to other family members either helps or hinders the relationships and atmosphere of our home.

COMMUNICATION TECHNIQUES

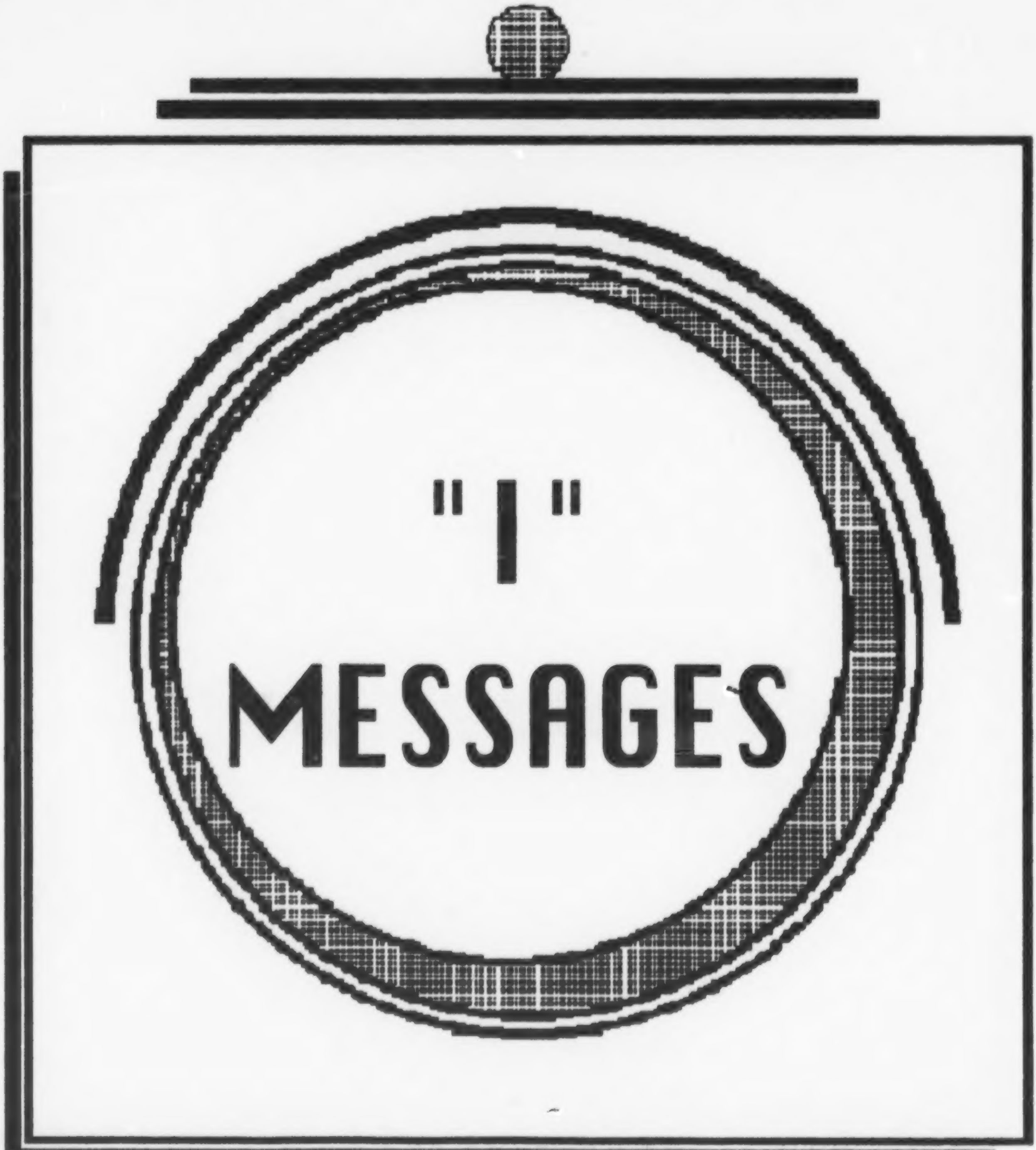
BEHAVIORS THAT STOP EFFECTIVE COMMUNICATION

GREEN
LIGHT

COMMUNICATION TECHNIQUES

BEHAVIORS THAT ENCOURAGE EFFECTIVE COMMUNICATION

"YOU" MESSAGES



"I" MESSAGES

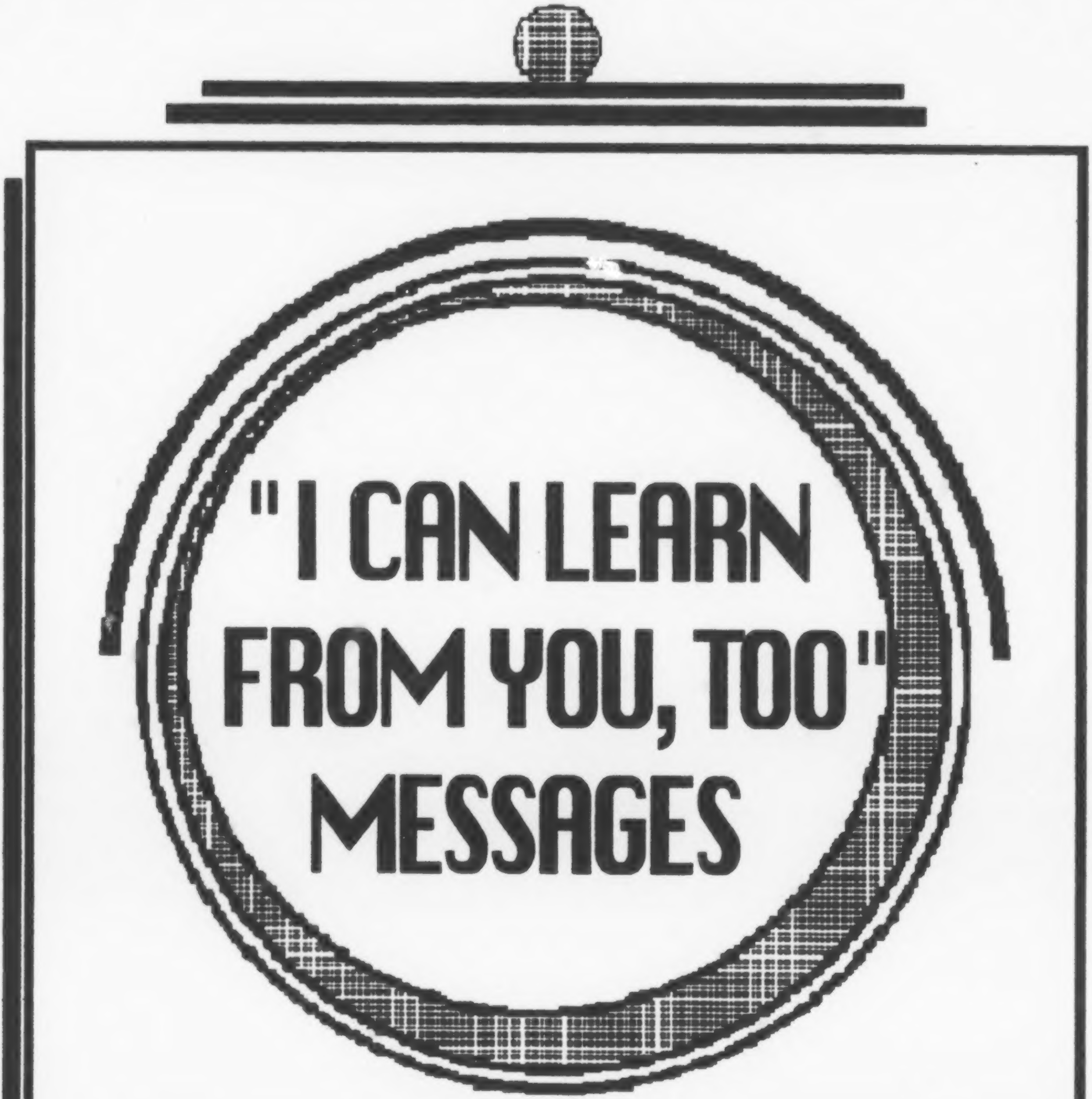
"AUTHORITY" MESSAGES

"SHARED DECISION" MESSAGES

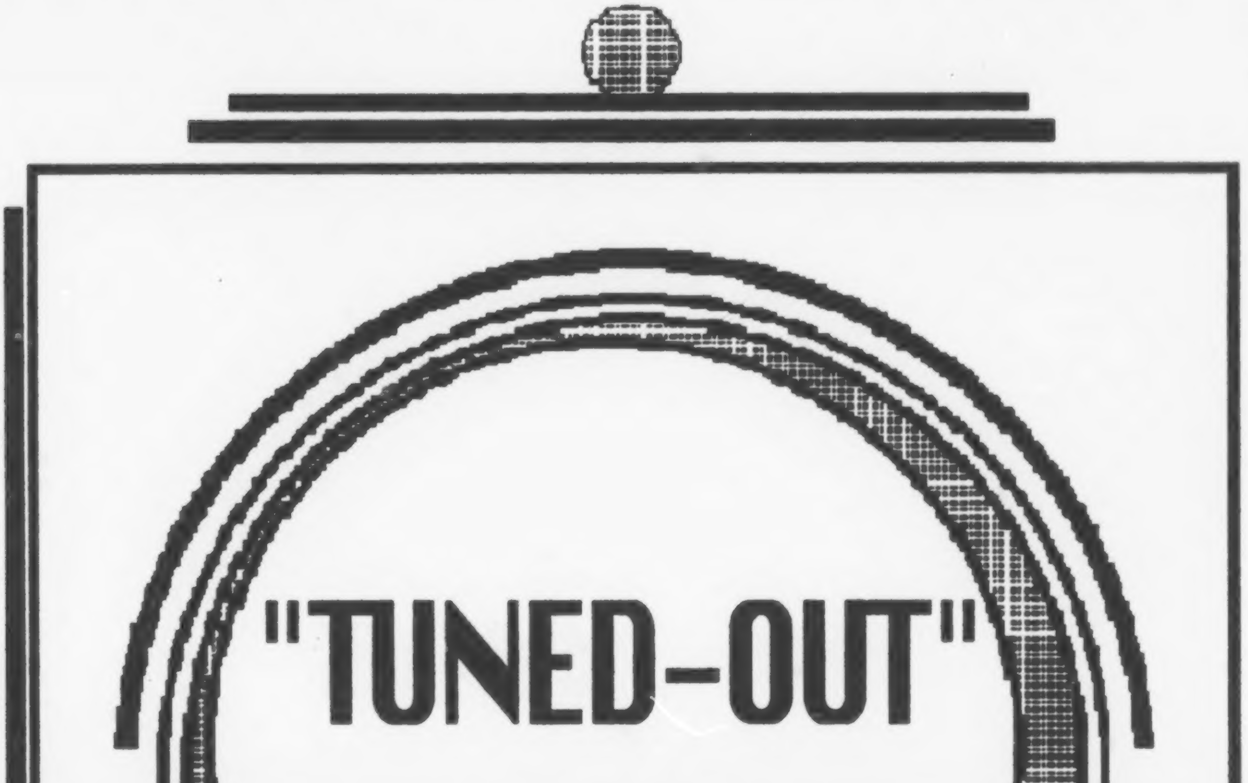
"BLAMING" MESSAGES

"SHARED BLAME" MESSAGES

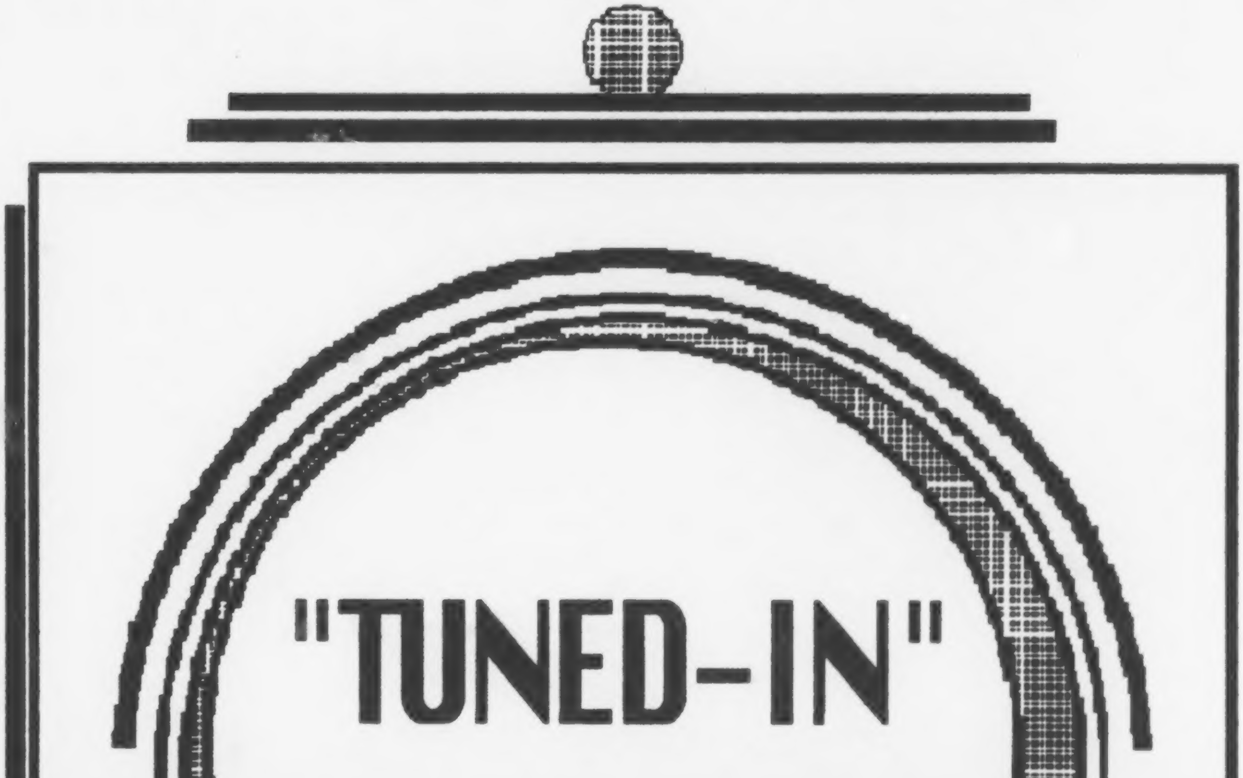
"KNOW-IT-ALL" MESSAGES



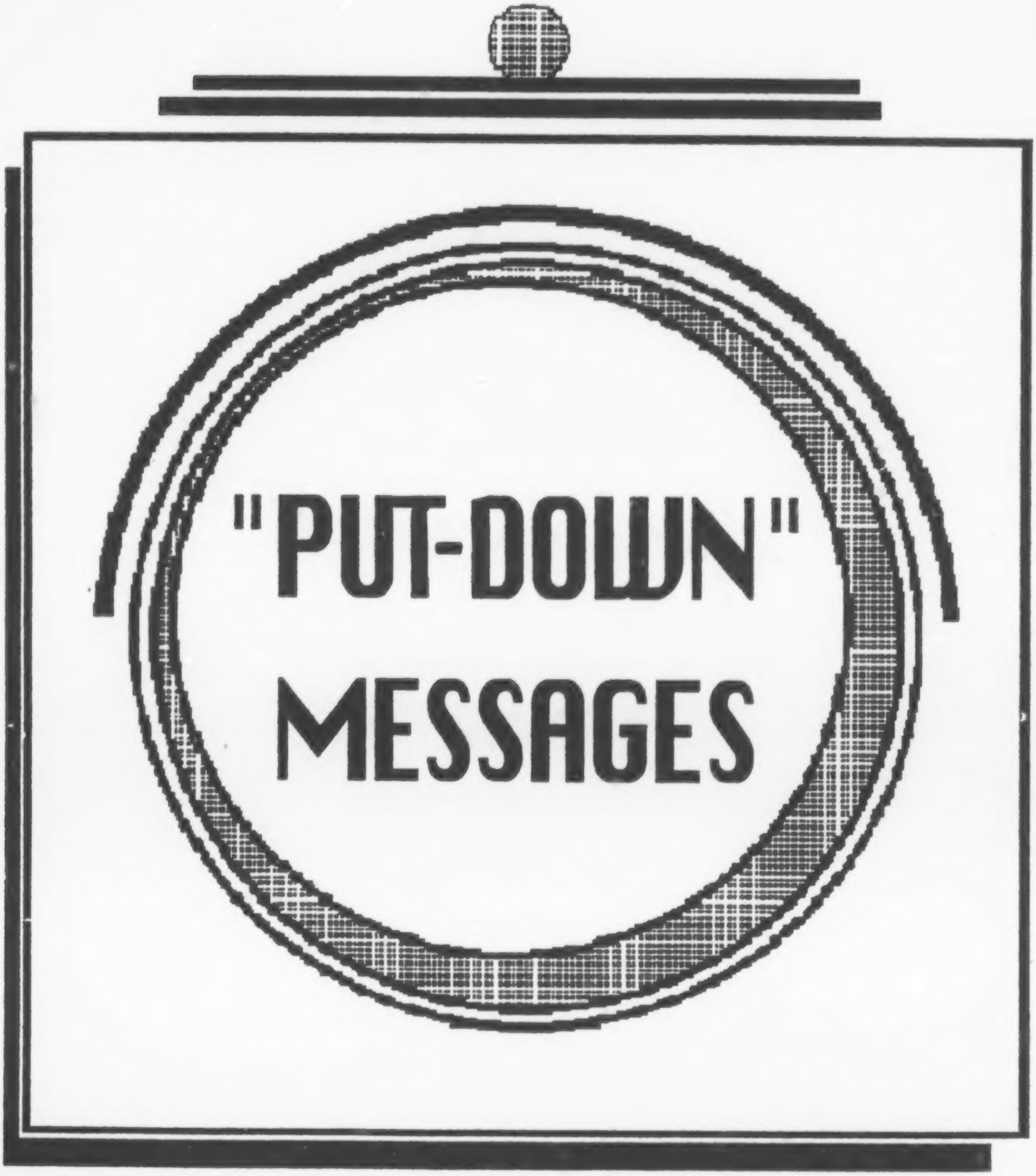
"I CAN LEARN FROM YOU, TOO" MESSAGES



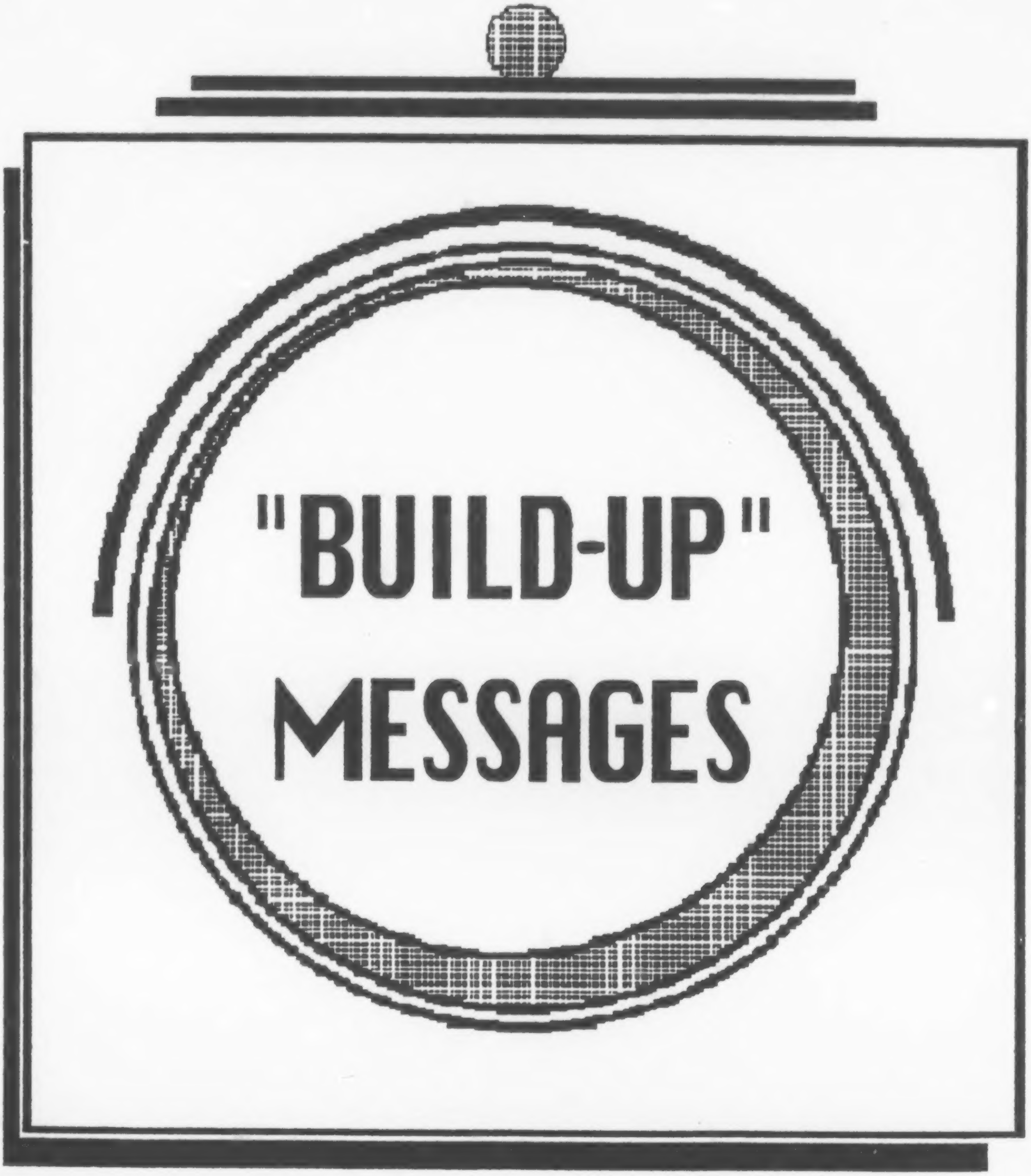
"TUNED-OUT" MESSAGES



"TUNED-IN" MESSAGES



"PUT-DOWN" MESSAGES



"BUILD-UP" MESSAGES

THE "NO-LOSE/WIN-WIN" METHOD

1. WHAT IS THE PROBLEM?
2. WHAT ARE MY FEELINGS ABOUT THE PROBLEM?
3. HOW DO I ADD TO THE PROBLEM?
4. HOW DO OTHERS ADD TO THE PROBLEM?
5. HOW OR WHAT CAN WE CHANGE SO THAT EVERYONE IS SATISFIED?

BEST COPY AVAILABLE

NAME____________________ PERIOD______ DATE______________ SCORE______

THE "NO-LOSE/WIN-WIN" METHOD

DIRECTIONS: Read each of the following family problems. Then answer each of the "No-Lose/Win-Win" questions to solve the problem.

Problem 1

My mother and I just got back from shopping. I wish she would just stay home and let me choose my own clothes. She doesn't even know what the kids are wearing now. We had a big fight in the store. I told her I was 12 years old and that I was old enough to know what I wanted to wear.

1. What is the problem? ____
2. What are my feelings about the problem? ____________________________
   ____
3. How do I add to the problem? ____________________________________
4. How do others add to the problem? ________________________________
5. How or what can we change so that everyone is satisfied? _______________
   ____

Problem 2

I can't go to the movie on Saturday because I'm "grounded" all week. My parents made this stupid rule about doing chores—if I forget to do them for a couple of days, I have to stay home. I don't know why they get so excited about things like taking out the garbage and dusting the furniture.

1. What is the problem? ____
2. What are my feelings about the problem? ____________________________
   ____
3. How do I add to the problem? ____________________________________
4. How do others add to the problem? ________________________________
5. How or what can we change so that everyone is satisfied? _______________
   ____

THE "NO-LOSE/WIN-WIN" METHOD - PAGE 2

Problem 3
My little sister "borrowed" my computer football game I got for Christmas without asking. She took it to school and lost it. I really told her off when I found out. I told her I was going to take something of hers if she ever touched my stuff again.

1. What is the problem? ______________________________
2. What are my feelings about the problem? ______________________________
____
3. How do I add to the problem? ______________________________
4. How do others add to the problem? ______________________________
5. How or what can we change so that everyone is satisfied? ______________
____

Problem 4
Every morning there's a war at our house. Everyone wants in the bathroom at the same time. My sister thinks she owns it. We all leave the house in a terrible mood!

1. What is the problem? ______________________________
2. What are my feelings about the problem? ______________________________
____
3. How do I add to the problem? ______________________________
4. How do others add to the problem? ______________________________
5. How or what can we change so that everyone is satisfied? ______________
____

This student activity guide could be included in your "Independent Ideas" Handbook.

"THE NO-NAME FAMILY COUNCIL"

The No-Name family had a problem. No one would work together to get anything done. Everyone was going in a different direction—bugging each other by many of the things they did. So they set up a family council. This council was held every week, at the same time and place. No one had to come, but whether they were there or not, they had to abide by the rules the council made. Needless to say, they all tried extra hard to be there each week. The parents weren't the boss; everyone took a turn at taking charge of the meetings. One person acted as secretary to write down the decisions that were made. The meetings were very orderly because they had a code of rules they followed. One rule was that before you could complain or gripe about anything, you had to have a suggestion to improve the problem. Then you could ask other family members for more suggestions. The rules made at family council were effective until the council changed them; no one person could change any decision made by the council. Anyone could discuss anything that bothered them. In this way, the family worked together. Everyone had a voice in setting up the rules, so they had to abide by them. Everyone felt that the system was fair and made their family stronger than it had ever been before.

NAME__________________ PERIOD_____ DATE____________ SCORE____

THE FAMILY COUNCIL

FAMILY NAME________________________ FAMILY TYPE______________

1. What does the term "family council" mean?

2. What does a family council do?

3. Who is involved in a family council?

4. How was the council set up in the No-Name family?

5. What were the rules of the council?

6. What was the purpose of the council?

7. Do you think the family council was effective in solving family problems or concerns? Why or why not?

8. Do you think a family council could be effective in solving your own family problems or concerns? Why or why not?

Now go to the next page to set up your own family council.

FAMILY COUNCIL CONCERN #1

A brother and a sister argue constantly over which TV show to watch. The brother likes to watch one thing, and the sister wants to watch something else. She keeps changing the station after he has started watching a program. The mother is tired of the arguing.

FAMILY COUNCIL CONCERN #2

Tom's parents are very upset about the grades he got on his report card. They are angry he didn't tell them that he was having trouble in his classwork. He was afraid they would be angry if he told them.

FAMILY COUNCIL CONCERN #3

Mother has just found a new job. She thought the children would help more with the housework. Father is tired of the dirty house. The children feel their mother is always nagging about housework.

FAMILY COUNCIL CONCERN #4

Jennifer has been invited to a boy-girl party. She really wants to go, but her parents feel she is too young.

FAMILY COUNCIL CONCERN #5

Troy's parents want him to go with them to visit a great-aunt on her birthday. He feels that she is old and boring. He would rather spend the afternoon with friends.

FAMILY COUNCIL CONCERN #6

Natalie's father says she should go to bed at 9:30 p.m. She thinks she is old enough to decide when to go to bed. He says he is tired of having to take her to school because she oversleeps and misses the bus.

FAMILY COUNCIL CONCERN #7

Grandfather lives with your family. He is old and doesn't feel well. The children are tired of having him yell at them. They don't like to bring friends home anymore because he gets so upset. Their mother always defends the grandfather's viewpoint.

FAMILY COUNCIL CONCERN #8

Travis is 8 years old and needs help with his homework. Family members have been taking turns helping him. Often he doesn't work very hard, and they feel he wastes their time.

FAMILY COUNCIL CONCERN #9

Brandi, age 13, has been asked to go to a high school dance by a boy who is 16 years old. Her parents refuse to let her go. She's afraid that if she tells him "no" the boy won't ask her for a date again.

FAMILY COUNCIL CONCERN #10

Matt left school and went home because he didn't feel well. Later he got bored and went outside to shoot baskets in the driveway. The neighbor told Matt's father that Matt had sluffed school.

FAMILY COUNCIL CONCERN #11

Sue has been living with her divorced father and has been in charge of the housework. Her father just remarried and Sue's stepmother wants her to help with dinner and load the dishwasher. Sue won't help because she thinks her new stepmother should do all the work.

FAMILY COUNCIL CONCERN #12

Kimberly's parents won't let her go to the movie with friends. They say she always comes home after curfew and they worry about her. She says none of the other kids has curfews and so she shouldn't have one.

Students in ____________ ____________ ____________

Family: ____________ ____________ ____________

OUR FAMILY COUNCIL

FAMILY NAME____________________ TYPE______________

1. Who will be involved in our family council?

____

2. What rules will we have for our family council?

____

____

____

Who will conduct our family council?

____

4. Who will takes notes for our family council?

____

5. When will our family council be held?

____

6. Where will our family council be held?

____

FAMILY CONCERN #__:

Ideas and/or suggested solutions:______________________________

____

Our family decision is:

____

FAMILY CONCERN #__:

Ideas and/or suggested solutions: ______________________________

____

Our family decision is:

____

TRADITION

AN ESTABLISHED CUSTOM OR PRACTICE

NAME____________________ PERIOD______ DATE____________ SCORE______

OUR FAMILY TRADITION

TRADITIONS ARE ACTIVITIES THAT SERVE TO BOND FAMILIES TOGETHER.

1. Describe your favorite tradition in your family or one you've heard about.
2. How was this tradition started?
3. What special materials, funds, or work is required to make this tradition function?
4. How often does the family participate in this tradition?
5. What purpose does this tradition serve in the family?
6. How could this tradition be improved?

MY T-L-C FAMILY TRADITION:

1. Describe the tradition your T-L-C family has chosen.
2. How much time will the family spend together participating in this tradition?
3. How often will your family participate in this tradition?
4. What purpose will this tradition serve in your family?
5. What special materials, funds, or work will be required to make this tradition function?
6. What is another possible tradition that would be fun and worthwhile for your family to begin?

NAME____________________ PERIOD______ DATE____________ SCORE______

CELEBRATIONS AND TRADITIONS

IN THE COLUMN MARKED | * |, WRITE AN "N" IF IT IS A TRADITION YOU DO NOW; WRITE AN "I" IF IT IS AN IDEA FOR A TRADITION.

CELEBRATION	DATE	*	TRADITION(S)
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			

FAMILY BIRTHDAYS	DATE	*	TRADITION(S)
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			

This student activity guide could be included in your "Independent Ideas" Handbook.

"SHARING" DIRECTIONS

1. **TAKE THE SHARING CARDS AND SEE IF YOU CAN MATCH THE BEGINNING AND ENDING OF THE PHRASES CORRECTLY. THERE ARE SEVEN (7) PHRASES.**

2. **CHECK WITH YOUR TEACHER TO SEE IF YOUR MATCHES ARE CORRECT.**

3. **WRITE THE ENDINGS OF THE PHRASES ON YOUR STUDENT ACTIVITY GUIDE IN THE "SHARING" SECTION.**

4. **READ AND ANSWER THE "SHARING QUESTIONS" ON YOUR STUDENT ACTIVITY GUIDE.**

A SIBLING IS:

A BROTHER OR SISTER

COMPROMISE MEANS:

EACH PERSON GIVING IN SOME TO ARRIVE AT A SOLUTION

RESPECT MEANS:

TREATING OTHERS THE WAY YOU LIKE TO BE TREATED

ENCOURAGEMENT MEANS:

USING POSITIVE STATEMENTS TO MAKE OTHERS FEEL GOOD ABOUT THEMSELVES

SHARING MEANS:

TO PARTICIPATE IN, USE, OR EXPERIENCE SOMETHING WITH ANOTHER PERSON

SHARING REQUIRES:

TWO OR MORE PEOPLE

TO SHARE, THERE MUST BE:

A GIVER AND A RECEIVER

NAME____________________ PERIOD______ DATE____________ SCORE______

SHARING

SHARING

Matching phrases:

1. A sibling is: ______________________________
2. A compromise is: ______________________________
3. Respect means: ______________________________
4. Encouragement means: ______________________________
5. Sharing means: ______________________________
6. Sharing requires: ______________________________
7. To share, there must be: ______________________________

SHARING QUESTIONS

1. What kind of personal possessions are easy to share with others?

   ____

2. A. What is your most valued possession? ______________________________

   B. How do you feel about sharing it? ______________________________

3. How do you feel about using other people's possessions?

   ____

4. Matthew and Ryan share a room. They both complain about not having any privacy. What could they do? ______________________________
5. What does compromise have to do with sharing?

   ____

6. Which family members need to show respect for other family members personal space and belongings? ______________________________
7. Why is it okay to share with other family members? ______________________________
8. The acts of "sharing" and "communication" both require _____ ____________ to make them happen.

JAMIE'S COSTUME

by Connie Felice

Jamie came home from school all excited that she was going to be in a play for her drama class. "Mother! Mother!" she called as she walked into the kitchen. "Will you help me make a costume for my part in the play? I need to look like a servant in the 1800s." "Yes, I would be happy to help you, but we had better work on it this afternoon while I have some time," replied her mother.

Jamie and her mother went to the basement to look for old clothes and fabric scraps to design her costume. They gathered up everything they thought they might use and took them to the sewing room.

"Jamie," said Mother, "Would you please hand me my sewing scissors?" "They're not on the sewing table, Mom. I don't know where they are," answered Jamie.

Jamie and Mother spent the next hour looking everywhere for the scissors. They each looked in every room of the house, but still they couldn't find the scissors. Finally, after a very frustrating and time-consuming search, Jamie's mother found them under a pile of newspapers in the bottom of Jamie's closet.

"Jamie! What were my sewing scissors doing under the newspapers in your closet?" inquired Mother. "Oh, I forgot I borrowed them when I couldn't find the scissors in my desk last week," answered Jamie sheepishly. "You used my sewing scissors to cut newspapers and then didn't even bother to return them?" said Mother accusingly. "Yea, I guess so...Sorry," replied Jamie.

"Jamie, you know using my sewing scissors for cutting paper is against the rules. They were very expensive and cutting paper dulls the blades. Why couldn't you at least return them when you were through?" said Mother. "I guess I just got in a hurry to finish my assignment," answered Jamie.

"Well," said Mother, "Now it's time for me to take your brother to the dentist. I hope we have time later this week to work on your costume. I feel very frustrated when we could have had the costume almost finished by now instead of wasting our time looking for the scissors. Please look for your own scissors while we are at the dentist."

Questions for discussion:

How did Mother feel about her lost and misused scissors?

How did Jamie feel about the scissors and about not getting the costume made?

Have you ever misplaced something because you were careless or in a hurry? What happened? How much time was wasted? By how many people?

SOME ADVANTAGES OF ORGANIZATION
- AS AN INDIVIDUAL
- AS A FAMILY

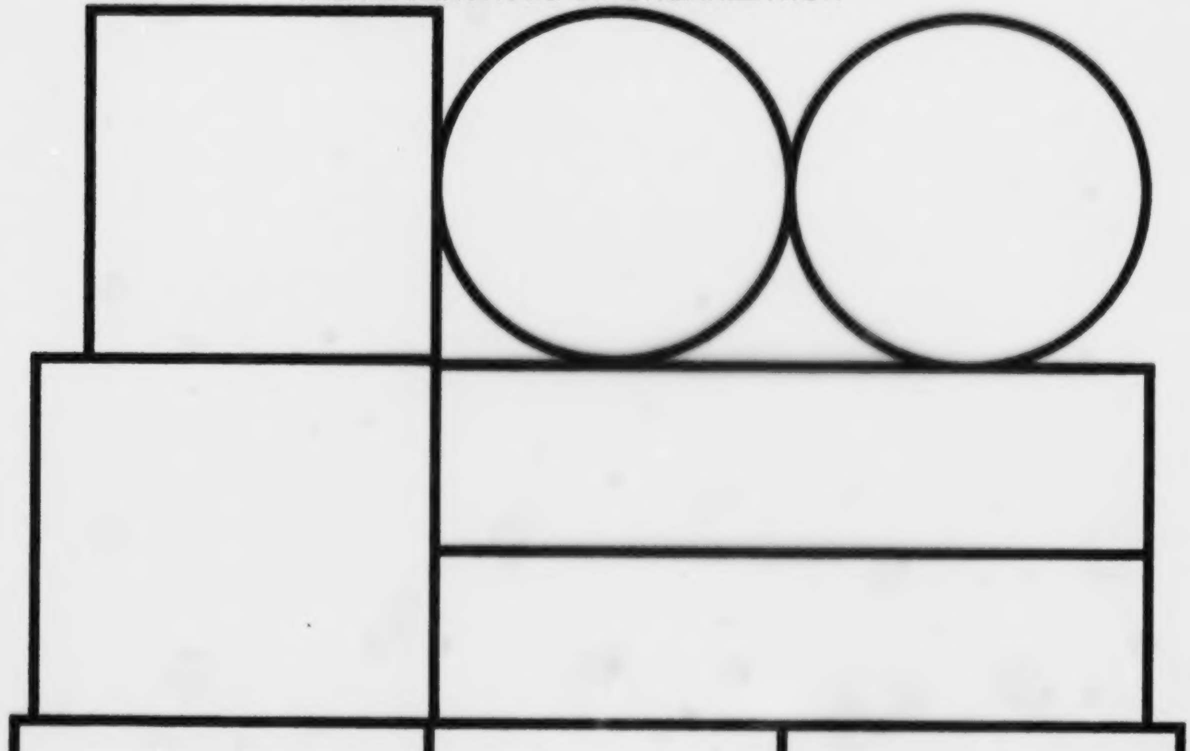
1. It eliminates confusion
2. Time isn't wasted hunting for things
3. Your possessions are less likely to be lost or damaged
4. It makes getting things done easier
5. You feel more at ease and secure
6. Your room/home looks better and you enjoy it more
7. You feel proud of your room/home
8. You have more time to do your favorite things
9. Your parents appreciate your efforts
10. ______________________________
11. ______________________________
12. ______________________________

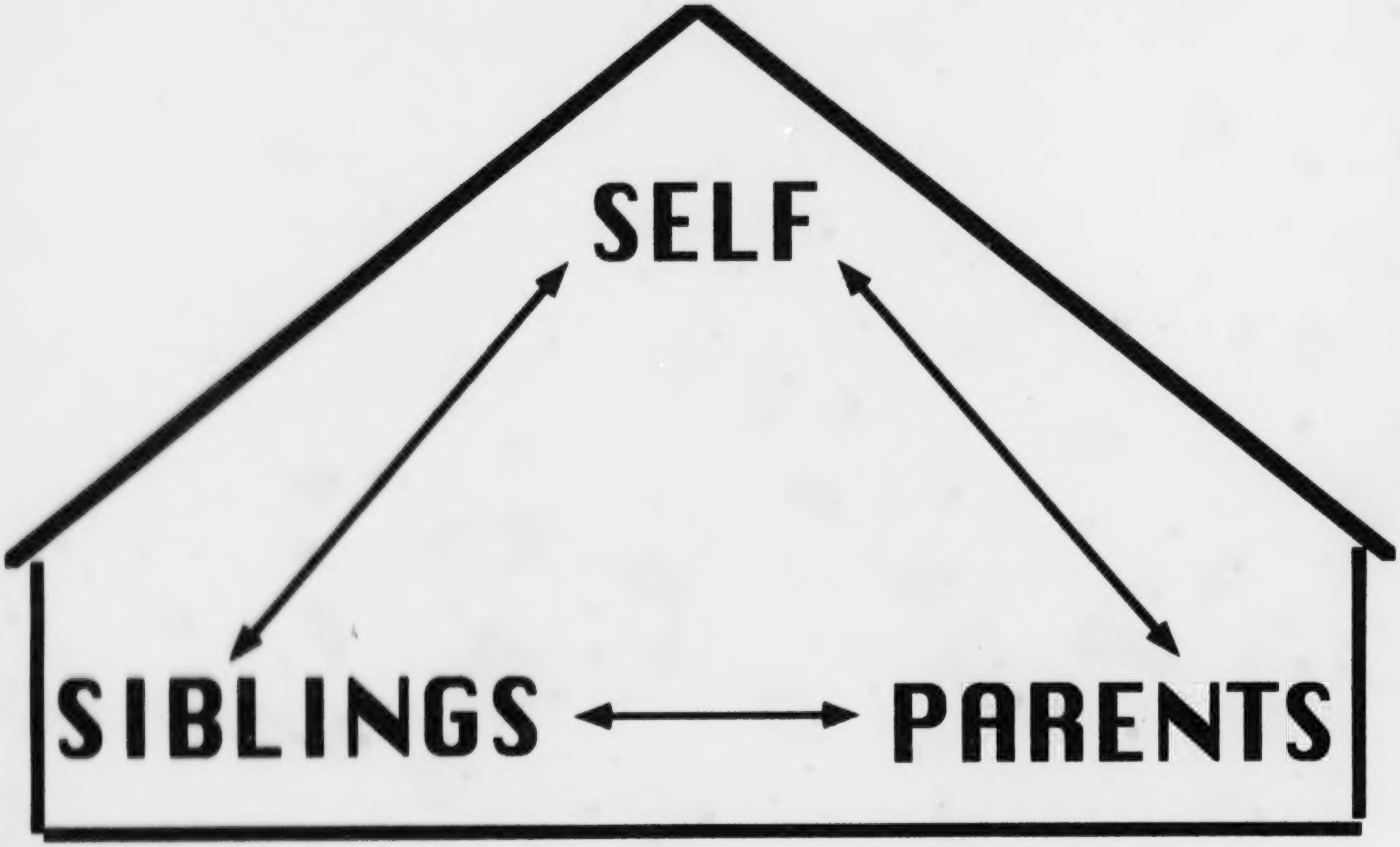
SOME WAYS TO GET THINGS ORGANIZED AND ELIMINATE CLUTTER

1. Store like items together (such as all of your socks in the same drawer)
2. Get rid of clothes you've outgrown or no longer wear
3. Put items that you seldom use on the top shelves of your closet or in boxes under your bed
4. Store papers, small objects, or hobby items together in one place (such as in boxes, dish pans, or baskets)
5. Color code certain items to make sorting and identification easier
6. Write the contents of a box on the end
7. Put your clothes away the same day the laundry is finished
8. Sort through your belongings regularly and decide which things are most important to keep
9. Keep your bed made and your clothes put away
10. Throw away broken or unusable items
11. ______________________________
12. ______________________________

NAME____________________ PERIOD_____ DATE___________ SCORE_____

THE ADVANTAGES OF ORGANIZATION




SELF
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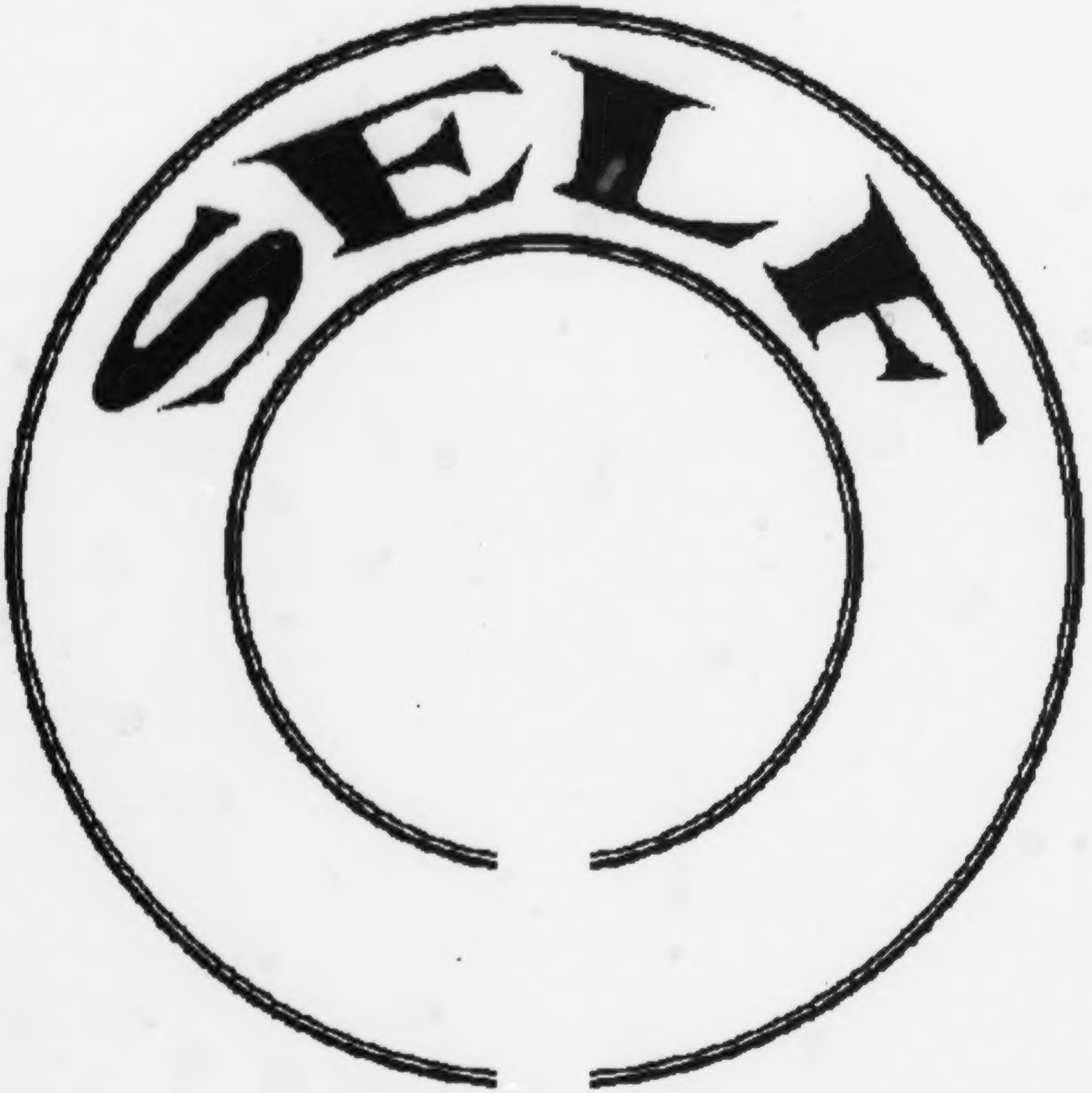
PARENTS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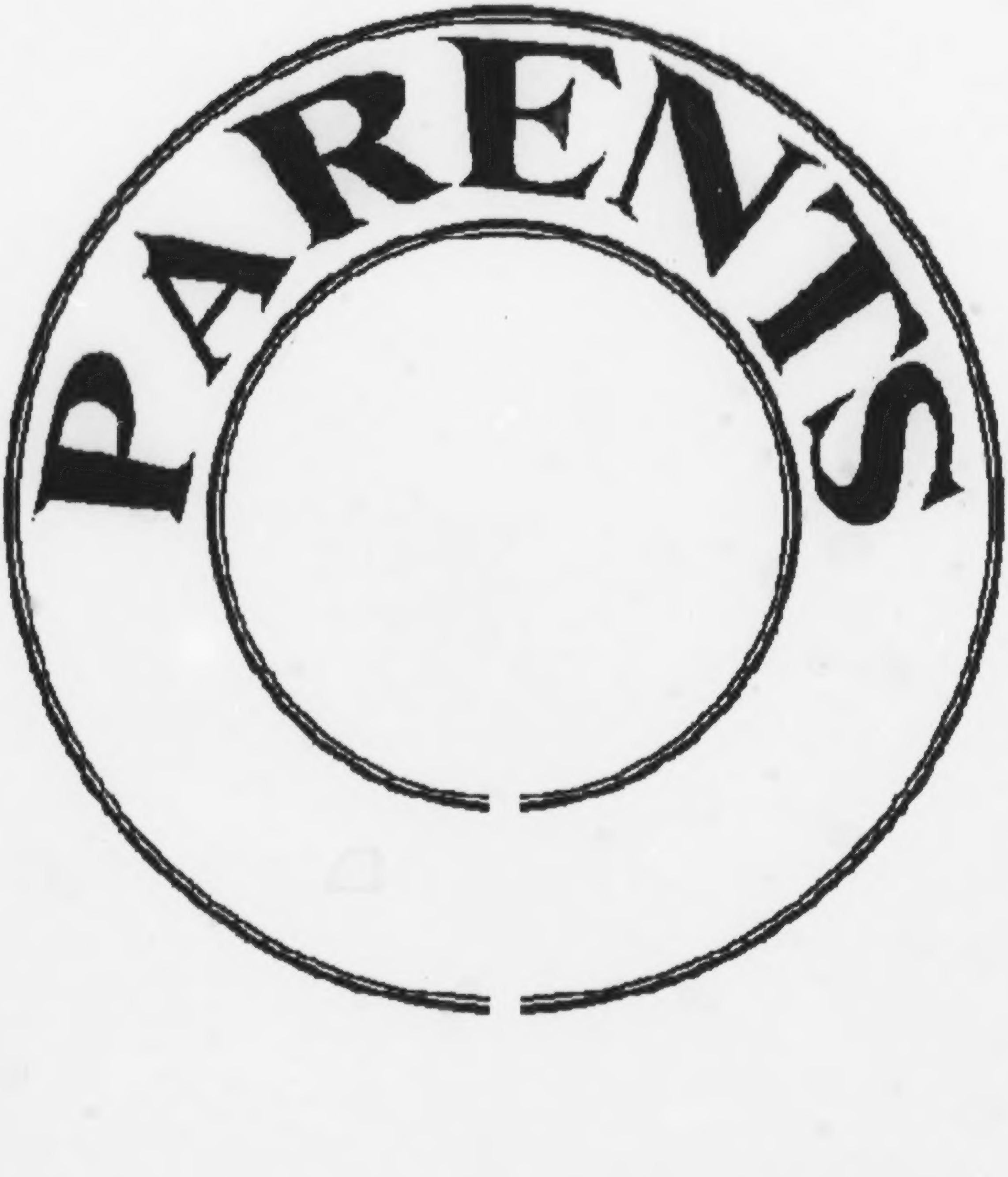
PARENTS

COMPROMISING

RESPECTING

ENCOURAGING

COOPERATING

HELPING

SHARING

FAMILY LINKS

Family members have certain responsibilities to each other in sharing, helping, encouraging, cooperating, compromising, and respecting.

To which family members do you have responsibility?

____

To which family members do siblings have responsibility?

____

To which family members do parents have responsibility?

____

Some ways I can show cooperation with other family members are:

1. ____________ 2. ____________
3. ____________ 4. ____________

Some ways I can give encouragement to other family members are:

1. ____________ 2. ____________
3. ____________ 4. ____________

Some ways I can show respect for other family members are:

1. ____________ 2. ____________
3. ____________ 4. ____________

Some ways I can compromise with other family members are:

1. ____________ 2. ____________
3. ____________ 4. ____________

Some ways I can share with other family members are:

1. ____________ 2. ____________
3. ____________ 4. ____________

Some ways I can help other family members are:

1. ____________ 2. ____________
3. ____________ 4. ____________

This student activity guide could be included in your "Independent Ideas" Handbook.

CAREER INFORMATION

FAMILY COUNSELOR AND/OR CLERGY:

Family counselors or therapists work with families who are having problems in their relationships for one reason or another. Many times the basis of their problems is poor communication skills within the family.

Persons in the clergy or ministry frequently serve as family counselors to the people in their congregation. Family counselors or therapists are not always affiliated with a religious organization. However, the training for either of these careers is very similar in nature and has a lot in common. Both persons have a heavy educational background in social studies. Most hospitals and medical facilities have family counselors or therapists as regular staff members.

While bachelor's degrees are not always required to do family counseling in all settings, more frequently than not it is recommended or requested. In many instances it is required. At the minimum, some training and experience is necessary to be effective.

Salaries are higher in larger congregations and/or at larger medical facilities. Fringe benefits often add as much as 25 percent more to the annual income. For current salary information, use the CHOICES or CHOICES, JR. program in the Career Center at your school.

FAMILY COUNSELOR

BEST COPY AVAILABLE

CLERGY
(MINISTER)

FAMILIES

TOPIC #7: Family Economics **TIME PERIOD:** 4-6 days

CORE STANDARD #2: Family: The students will explore the various aspects of family living, including individual and family needs, and personal responsibilities as family members.

CORE STANDARD #4: Careers: The students will explore careers related to family and consumer sciences, identifying skills which are applicable for both the home and the school/workplace, and the impact of career choices on family lifestyles.

OBJECTIVE: The students will analyze the impact of individual career choices on family lifestyles and develop a family budget.

INDEPENDENT LIVING SKILLS (COMPETENCIES):

20.001-0208	Assess how career choices affect family patterns.
20.001-0209	Identify various types of housing.
20.001-0210	Consider factors affecting housing choices.
20.001-0211	Identify various types of transportation.
20.001-0212	Consider factors affecting transportation choices.
20.001-0213	Define terms related to budgeting.
20.001-0214	Analyze reasons for budgeting.
20.001-0401	Explore factors to consider when choosing a career.
20.001-0402	Name reasons for career changes.
20.001-0403	Identify careers related to budgeting and finance.

LIFE SKILLS:

* Lifelong Learning
* Complex Thinking
* Effective Communication
* Collaboration
* Responsible Citizenship
* Employability

RELATED CAREERS:	OCCUPATIONAL CLUSTERS:
Loan Officer	Business-Marketing; Management
Financial Consultant	Business-Marketing: Management
Insurance Agent	Business-Marketing; Management

	LIST OF STUDENT ACTIVITIES:	SUPPLIES REQUIRED:
1.	"What's My Line?" (Motivator)	Career clues (7.17)
2.	Gender Stereotypes in Occupations	Materials from T-L-C Guidance Curriculum (pages 83-91)
◗ 3.	Lifestyles and Careers	No supplies required
◗ 4.	Family Career(s) and Income	Career Cards (7.18-7.22) Copies of student activity guide (7.24-7.25) for each family Copies of student activity guide (7.26) for each student Copies of Occupational Outlook Handbook
◗ 5.	The Family House	Copies of student activity guide for each student (7.30) Housing cards (sample: page 7.28) (master: page 7.27) Enlarged housing costs sheet (7.39)
◗ 6.	The Family Auto	Copies of student activity guide for each student (7.34-7.35) Automobile cards (sample: 7.31) (master: 7.32) Enlarged auto payment sheet (7.32)
◗ 7.	The Family Budget	Budget definition (7.36) Copies of student activity guides for each student (7.37 and 7.38) Calculator for each family Play money
8.	"My Future Family" Want Ad	Copies of student activity guide for each student (7.39)
9.	Identification of Related Careers	Career information (7.40-7.41) Career posters (7.42-7.44)

♦♦

PROCEDURE

CONCEPT: The family income is a major factor in determining the lifestyle of the family. It is important that the family understand the source(s) of income(s) and the corresponding limitations.

1. "WHAT'S MY LINE?" (MOTIVATOR)

Play "What's My Line?" using careers that have unusual working hours. Pick some students from the class and give each student one of the careers listed on page 7.17. (The teacher will probably need to write the career titles on small pieces of paper to give the students.)

Focusing on one career at a time, have the class ask these students questions about their career, using questions that require only a "yes" or "no" answer. Through the process of guessing and elimination (and maybe a little help on the part of the teacher), the students will be able to guess the career. Some specific career clues are provided as examples.

OPTION: A faster version of this activity would be to have the students selected give the clues to the rest of the class one at a time, in any order, and have the class guess the career. The teacher will need to give the selected students a piece of paper with their clues to use (page 7.17).

2. GENDER STEREOTYPES IN OCCUPATIONS

Use the materials provided on pages 83-91 of the Guidance section of the Technology-Life-Careers CORE Curriculum to introduce the concept of stereotyping in various occupations.

3. LIFESTYLES

The teacher should involve the students in some discussion regarding the impact career choices have on the lifestyle of the family. (The purpose of the discussion is to discover that adjustments may need to be made in lifestyles, not that one lifestyle is better than another.) Before one selects a career, it is important to consider:

- the way it will influence your family activities
- the amount of time the family can spend together
- the amount of education required for that career
- the type of people you will work with
- if you will like the job
- how much money you will earn and the lifestyle you and/or your family will have
- the risks associated with the job
- the place you will live.

♦4. ***FAMILY CAREER(S) AND INCOME(S)***

The number of persons employed in the classroom families and how much they earn will be determined by:

1) the family type previously drawn in Topic 6: Family Dynamics
2) the career card(s) drawn in this activity

The teacher should put the "Career Cards" in a container and have each family draw the career(s) for their family from the "Career Cards" (pages 7.18-7.22). (If two persons in the family are employed, the family should draw two cards; if not, only one "Career Card" per family should be drawn.) These cards will establish the career(s) and the income(s) for the classroom family. This will be the income the family will use as they select housing, purchase automobiles, develop their budget, and complete the rest of the activities in this topic.

The teacher resource, CAREER CARD INFORMATION UPDATE (page 7.23), is for the teacher to complete from current information found on the CHOICES or CHOICES, JR. computer program available in the counseling center of each school. This information should be updated annually in order to provide the most accurate figures to the students.

NOTE: These activities can illustrate what happens when a person fails to plan for a career and gets a job by chance or whatever is available. It is a good reinforcement to the concept that it is important to plan for and choose one's career.

Each student should complete the student activity guide FAMILY CAREERS AND INCOME (pages 7.24-7.25) regarding this information. The students can find the corresponding career information in the Occupational Outlook Handbook. The teacher will need to explain how to use the handbook and direct the students through the activity. Then have the family pick the best paper of the group to put into their "Family Record Book."

Most people change jobs several times in their lifetime. Sometimes changing jobs means that one must choose a new career field. Why do people change jobs? Some reasons might be:

- Moving to another area.
- Company changes (such as going out of business, being taken over by another company, etc.)
- New technology makes the job obsolete.
- Dissatisfaction with the job and/or the pay.
- Physical or emotional problems.

In many families, more than one person is employed and earns part of the family income. This may be because of economic need (the need for money), or because they both enjoy working.

OPTION: The teacher may prefer to have the students work together as a family group to obtain this information.

If the teacher would like to reinforce the individual career selection process, have each student choose two careers that he/she would like to explore using the Occupational Outlook Handbook and complete the INDIVIDUAL CAREER CHOICE INFORMATION student activity guide (page 7.26).

SUMMARY: Career choices are very important and have a direct affect on the family lifestyle. Choosing a career is not an easy task. Many things must be considered besides the amount of money earned.

RESOURCES: The Career Center in your school should have copies of the Occupational Outlook Handbook as well as the software CHOICES and/or CHOICES, JR. with current occupational information.

Also, the Utah Wage Rate$ 1995, published by the Utah Department of Employment Security, is an excellent source of information regarding job markets and wages in Utah. It can be obtained by calling 801-536-7800, or the information is available on the internet at: http://udesb.state.ut.us/lmi. The publishing date on this document is July 1996.

♦ 5. *THE FAMILY HOUSE*

CONCEPT: Every family needs a home in which to live. The home should provide adequate protection and comfort for the family. There are many types of homes. A "home" can be a traditional house, a mobile home, an apartment, or a condominium.

Have the students identify various types of housing available in your community (traditional houses, condominiums, mobile homes, apartments, etc.) and some of the choices that must be made in deciding the kind of home in which they will live. The teacher might engage in a brief discussion about some of the pros and cons of each of the different types of housing.

◆◆

The teacher should explain that the classroom families will need to choose the kind of home in which they want and can afford to live. Some of the factors they will need to consider in selecting a home are:

- Size of family
- Location of career(s)
- Amount of money available for housing
- Length of time you will be in one location
- Characteristics of family living patterns
- Personal desires of family members
- Neighborhood
- (Other factors the teacher may wish to add)

Housing costs include the house payment, the property taxes on the house, and the insurance on the house. Housing costs are usually the biggest expense in a family budget. These costs should not exceed 25% of the family's income.

There are many types of homes that can be purchased or rented. Have the students determine the amount they can spend for housing (house payment or rent) by completing THE FAMILY HOUSE student activity guide (page 7.30). Also, have the students list the characteristics they would like to have in a house. Then let the family groups pick the house they want and/or can afford from the "Housing Cards" the teacher has prepared (see page 7.27). After the family housing choice has been made, have the students complete the information on their own activity guide. Then have the family pick the best paper of the group to put into their "Family Record Book."

OPTION: The teacher may prefer to have the students work together as a family group to complete this information.

NOTE: The teacher will need to make up 10-15 different "Housing Cards" and have them ready for the students. Limiting the number of choices saves time. Also, if the cards are color coded in some manner according to expensive, moderate, and least expensive housing, it also saves time. If the cards are laminated, they can be used repeatedly. However, the "Housing Cards" will need to be revised and updated periodically to reflect the current housing market for your community. The financial information for the cards can be obtained from a local real estate lending agency (BE SURE TO REMOVE THE NAMES AND TELEPHONE NUMBERS OF THE REAL ESTATE AGENCIES AND THE REALTORS!), or the home loan calculator can be found on the internet at:

http://www.islandsd.com/island/dreamhm.

◆

If the user provides the interest rate, loan amount, and duration of loan, the program will provide the monthly payment, total interest paid over the life of the loan, and total amount paid over the life of the loan. A mortgage chart has been included in the teacher resources for this topic (page 7.29). Also, the teacher may be able to go onto a local internet site and find homes currently for rent as well as for sale. The mortgage chart will need to be enlarged for ease of use by the students.

SUMMARY: Housing is a vital part of family life. Before finding a home in which to live, a family must consider its needs, the location, financing, etc.

◆ *6.* ***THE FAMILY AUTO***

CONCEPT: Most families need to have one or more means of transportation.

Introduce the need for transportation by explaining that our society is very mobile. That means it is important for us to be able to travel from place to place to accomplish all the things we have to do. Many students use a school bus to get to school. Employed persons must have transportation to get to work. We need to be able to go to the store, recreational areas, the doctor, the movies, on vacations, and many other places. The majority of families in the United States own at least one automobile. However, there are many people who depend on buses, subways, trains, or cabs to take them where they want to go.

Transportation is part of the expense related to living. It is amazing to see how much an automobile costs to own. For this activity, each classroom family will purchase an automobile. This exercise will help the students see the costs of owning and maintaining a car. Transportation costs include the car payment, insurance for the car, the costs for repairs and gas, and the cost of car taxes and license. These costs should not exceed 15% of the monthly family income including $200 a month for maintenance. Some things that should be considered when buying a car are:

- The size of the family
- How far you have to travel to work
- The amount of money you can afford for transportation
- The length of time you plan to own the car
- The personal desires of family members
- The activities of your family
- The number of miles the car gets per gallon of gas
- Upkeep and maintenance costs, including insurance

♦♦♦

Using the student activity guide THE FAMILY AUTO (page 7.34-7.35), have each student determine the amount of money their family can spend to purchase an automobile. Also have the families determine the type of automobile it needs to meet the family's transportation needs. Then have the classroom families select an automobile to purchase from the "Automobile Cards" (page 7.31) the teacher has prepared. A chart for car loan payments is available on page 7.33 and will need to be enlarged to facilitate student use. When the automobile selection(s) has(have) been made, the students can complete the information on their own activity guides. Then have the family pick the best paper of the group to put into their "Family Record Book."

OPTION: The teacher may prefer to have the students work together as a family group to complete this information.

NOTE: The teacher will need to make up about 15-20 different "Automobile Cards" ready for the students to use. Again, limiting the number of choices saves time. Also, if the cards are color coded in some manner according to expensive, moderate, and least expensive automobiles, it also saves time. If the cards are laminated, they can be used repeatedly. However, the "Automobile Cards" will need to be revised and updated periodically to reflect the current automobile market. The financial information for the cards can be obtained from a local lending agency (BE SURE TO REMOVE THE NAMES ANDTELEPHONE NUMBERS OF THE AUTOMOBILE DEALERS!), or can be obtained from the internet as described in the housing section.

SUMMARY: The automobile is the main type of transportation used in the United States. Most families buy their own automobile(s). Owning one or more automobiles is a major expense for most families.

RESOURCE: New Car Buyers Guide from Popular Mechanics, 1995, CD ROM, can be purchased from: Books That Work, 2300 Geng Road, Bldg 3., Suite 100, Palo Alto, CA 94303. This software allows the user to select prices, specifications, options, and features for more than 800 cars, trucks, and utility vehicles. Includes pictures; reasonably priced.

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◆ 7. *THE FAMILY BUDGET*

CONCEPT: A budget is a plan for spending and saving money. It helps us identify our needs and gives us a plan to meet those needs.

Introduce the concept of budgeting to the students by explaining:

- What a budget is (page 7.36)

  BUDGET: A PLAN FOR SPENDING AND SAVING MONEY
- How a budget is used
- How a budget helps individuals and families meet their needs financially
- Wants vs. needs
- The advantages of budgeting (allows one to be in control of where the money goes)
- The importance of including savings as a part of the budget

Using the student activity guide, THE FAMILY BUDGET (pages 7.37-7.38), have each student figure the budget for their classroom family, using the income, house payment or rent, and car payment already established in the preceding activities. Have the students work together in their family groups even though each student should have his/her own activity guide to complete. This allows each student to have the learning experience as well as working together to make the family budgeting decisions. The teacher will need to help the students through this activity, providing input and insight into the mechanics of budgeting, the costs of living, etc. When the students have completed this activity, have the family pick the best paper of the group to put into their "Family Record Book."

OPTION: To make this activity more tangible and true to life for the students, the teacher could use play money and give each family their monthly income in cash and then let the students "pay their expenses" by putting the cash for each item into a container marked for that type of expense. For example: "T.L.C. NATIONAL BANK" for the house payment, "I.R.S." for taxes, "LOCAL MARKET" for groceries, etc.

SUMMARY: Budgeting is a management technique that helps a person gain and maintain control of his/her money. A large part of the money we earn is precommitted before we are paid (such as federal and state income taxes, social security, retirement, health benefits, housing, utilities, and car payments), and it takes a lot of money to cover the necessities of living.

◆◆

8. ***"MY FUTURE FAMILY" WANT AD***

Ask the students the following questions for thought as well as discussion:

- How many of you have "perfect" families"?

- Do you know anyone who lives in a family that never has problems?

- Who or what stops families from being "perfect"?

Teachers should point out that NO family is perfect and that ALL families have some problems. Some families seem to be able to handle their problems better than others; some families have better coping skills and communication habits than others; and some families seen to be able to prevent a lot of conflicts from occurring.

It is normal for families to have disagreements, and it is important that family members learn how to resolve conflicts. Because there are no perfect families, we must learn how to communicate effectively with the families we have and make our family life as pleasant as possible. By using the "No-Lose/Win-Win" and "Family Council" methods of problem solving, everyone's feelings and needs are respected and addressed, and everyone accepts some responsibility for the solution. Consequently, there are fewer hard feelings between family members.

Have the students complete the student activity guide, "MY FUTURE FAMILY" WANT AD, page 7.39, describing and identifying the characteristics and/or qualities they want to have in their own future families. Ask the students to complete the activity; some might want to share their want ads with the class. The teacher may want to list the desirable families' qualities on the board as they are identified.

9. ***IDENTIFICATION OF RELATED CAREERS***

Using the career information provided (pages 7.40-7.41), and the career posters (pages 7.42-7.44), identify and discuss some careers related to family economics and financial management.

◆◆◆

CORE TEST QUESTION BANK

UNIT: **FAMILIES**

TOPIC #7: **FAMILY ECONOMICS**

20.001-0208 ***Assess how career choices affect family patterns.***

1. In many families, more than one person is employed and earns part of the family income. This is because:
   a. The family needs more money
   b. The person enjoys being employed
   c.* Both a and b answers could be correct
   d. Neither answer a nor b are correct

2. The kinds of jobs that family members have:
   a. Make no difference on the lifestyle of the family
   b. Make some difference on the lifestyle of the family
   c.* Make a big difference on the lifestyle of the family

20.001-0209 ***Identify various types of housing.***

1. Match the type of housing on the left with the descriptions on the right by putting the letter of the term in the space before the definition.

a. Traditional houses	__b__	A house that stands alone but can be moved to a new location when desired
b. Mobile homes	__d__	A house in a jointly owned complex where a fee is charged for grounds upkeep
c. Apartments	__a__	A house built on the ground that sits alone without any other homes attached to it
d. Condominiums	__c__	A rental living space that is part of a larger building

2. There are four main types of homes. They are:
   a. House, home, barn, doghouse
   b.* Traditional, mobile, apartment, condominium
   c. Apartment, houseboat, condominium, traditional
   d. None of the above answers are correct

20.001-0210 ***Consider factors affecting housing choices.***

1. A family needs to have a home in which to live. It should:
   a.* Provide protection and comfort for the family
   b. Be the most expensive house you can afford
   c. Have a separate bedroom for each child in the family
   d. Have a two-car garage attached to it

2. Check the items listed below that you should consider when choosing a place to live. (There are four (4) correct answers.)
   _*__ a. The size and needs of your family
   _*__ b. The location of job(s) of family members
   _*__ c. The amount of money available for housing
   _*__ d. The neighborhood and lifestyle you want
   ____ e. What kind of computer you have
   ____ f. What other people will think of you

3. Check the items listed below that are included in "housing costs": (There are three (3) correct answers.)
   _*__ a. The house payment
   ____ b. The utility bills
   _*__ c. The property taxes on the house
   _*__ d. Insurance on the house
   ____ e. The cost of a new bedspread and sheets
   ____ f. The cost of a new piece of furniture

4. Housing costs, including utilities, are often:
   a. One of the smallest expenses for most families
   b.* One of the biggest expenses for most families

5. A family should generally spend no more than which of the following percentages of their income on housing?
   a. 15 percent
   b. 20 percent
   c.* 25 percent
   d. 30 percent

◆◆◆

TEST QUESTIONS

20.0001-0442 Identify careers that help individuals and/or families improve communication skills and families resolve conflicts.

1. Two careers that help individuals and/or families improve communication skills are:
   - a. Cashiers and bank tellers
   - b.* Family counselors and clergy (ministers)
   - c. Truck drivers and bus drivers
   - d. Computer operators and computer programmers

2. Individuals involved in these two careers also help families to resolve conflicts.
   - a.* True
   - b. False

4. Check the items listed below that are things to consider when buying an automobile: (There are five (5) correct answers.)

_*__ a. The size of your family
_*__ b. How far you have to travel to your work
_*__ c. The amount of money you can afford for transportation
_*__ d. The activities of your family
_*__ e. The miles per gallon of gas it gets
____ f. The most popular car in the United States
____ g. How fast it will go
____ h. What color it is

20.001-0213 Define terms related to budgeting.

1. "Budgeting" is a money management technique that:
   a. Tells people how to spend their money
   b. Keeps a list of addresses and telephone numbers
   c.* Helps people control their money and make it work for them
   d. Helps people manage their time better

2. A budget is a plan for:
   a.* Spending and saving money
   b. Spending money only
   c. Saving money only
   d. Paying your taxes

3. "Needs" are:
   a.* Things you must pay for each month (like housing, utilities, car payments)
   b. Things you can choose to spend your money on (like new clothes, entertainment)
   c. Neither of the above answers are right
   d. Both of the above answers are right

4. "Wants" are:
   a. Things you must pay for each month (like housing, utilities, car payments)
   b.* Things you can choose to spend your money on (like new clothes, entertainment)
   c. Neither of the above answers are right
   d. Both of the above answers are right

20.001-0214 *Analyze reasons for budgeting.*

1. Using a budget allows you to:
   a. Spend whatever you want to
   b.* Be in control of where your money goes
   c. Make payments when you have enough money leftover
   d. All of the above answers are right

2. An amount of money to be saved regularly should be considered:
   a. A "want"
   b. A want rather than a need
   c. When there's money left over after everything is paid
   d.* A "need"

3. You should plan to save some money:
   a.* On a regular basis to use for emergencies
   b. If you have enough money after the bills are paid
   c. If you have any money left after you've spent what you want
   d. Only if there is an emergency

20.001-0401 *Explore factors to consider when choosing a career.*

1. Choosing a career that seems right for you:
   a. Is an easy decision for most people
   b.* Is not an easy decision for most people
   c. Doesn't make much difference as long as you have a job
   d. Is easy when you graduate from high school

2. Choosing a career that seems right for you:
   a.* Is one of your most important decisions in life
   b. Is one of your least important decisions in life
   c. Only affects you and no one else
   d. Only affects you for a few years of your life

3. Check the items listed below that are some things a person should consider when choosing a career. (There are five (5) correct answers.)
   _*__ a. Career duties or responsibilities
   _*__ b. The possible income you can earn
   _____ c. The number of your friends who want the same career
   _*__ d. The hours you would have to work
   _*__ e. How your career would affect the lifestyle of your family
   _*__ f. The amount of education required to do the job

♦♦♦

20.001-0402 Name reasons for career changes.

1. Most people today change jobs several times in their lifetime. Check each item listed below that is a good reason to change jobs.
(There are four (4) correct answers.)

_*__ a. The company you worked for went out of business
____ b. You are making too much money where you work now
_*__ c. New technology makes your current job outdated
_*__ d. You can make more money somewhere else
_*__ e. You really don't like the work you do
____ f. You have a super boss to work for

20.001-0403 Identify careers related to budgeting and finance.

1. Check each of the careers listed below that relate to budgeting and finance.
(There are four (4) correct answers.)

_*__ a. Loan Officer
_*__ b. Financial Consultant
____ c. Truck Driver
____ d. Assembly Line Worker
_*__ e. Stock Broker
_*__ f. Insurance Agent

CAREER CLUES

AIR TRAFFIC CONTROLLER

May work any time day or night
Keeps airplanes from running into one another
Watches radar on a screen
Must be very alert

MOTEL OPERATOR

May work any time day or night
Gives people a bed away from home
Someone always has to be at the desk or available when a bell is rung
Gives out keys, manages a cleaning staff, records occupied rooms

SECURITY GUARD

May work any time day or night
Checks on doors and windows of a building
Watches for any unusual happenings around an area
Could wear a uniform or be in plain clothes
Is in charge of the security of a building or area

NURSE

May work any time day or night
Sometimes works in a hospital
Administers medication to patients
Cares for people who are sick
May be a man or a woman

DOCTOR

May work any time day or night
Takes care of sick people
May be a man or a woman
Writes prescriptions for medication

FIREMAN

May work any time day or night
Must be on call at all times when at work
Uses a red or green truck for transportation
Job may be dangerous

SCHOOL TEACHER	**FOOD SERVER**
CHEF	**DENTAL HYGIENIST**
REGISTERED NURSE	**POSTAL CLERK**
NEWSCASTER	**EXTENSION AGENT**

DIETITIAN	**MARKETING MANAGER**
PHYSICIAN	**GRAPHIC ARTIST**
COMPUTER PROGRAMMER	**EMERGENCY MEDICAL TECHNICIAN**
WORD PROCESSOR	**TRUCK DRIVER**

APPAREL WORKER

CHILD CARE WORKER

FLIGHT ATTENDANT

WRITER/EDITOR

COSMETOLOGIST

AIR TRAFFIC CONTROLLER

WELDER

FINANCIAL CONSULTANT

PHARMACIST

ACCOUNTANT

METEOROLOGIST

RETAIL SALES WORKER

BUTCHER/ MEAT CUTTER

ELECTRONIC EQUIPMENT REPAIRER

AUTO MECHANIC

TRAVEL AGENT

PILOT

SCHOOL PRINCIPAL

PLUMBER

ENGINEER

POLICE/DETECTIVE

COMPUTER TECHNICIAN

SOCIAL WORKER

HEAVY EQUIPMENT OPERATOR

CAREER CARD INFORMATION UPDATE - DATE ________________

CAREER	SALARY RANGE
Accountant	
Air Traffic Controller	
Apparel Worker	
Auto Mechanic	
Butcher/meat Cutter	
Chef	
Child Care Worker	
Computer Technician	
Computer Programmer	
Cosmetologist	
Dental Hygienist	
Dietitian	
Electronic Equipment Repairer	
Emergency Medical Technician	
Engineer	
Extension Agent	
Financial Consultant	
Flight Attendant	
Food Server	
Graphic Artist	
Marketing Manager	
Material Moving Equipment Operator	
Meteorologist	
Newscaster	
Pharmacist	
Physician	
Pilot	
Plumber	
Police/Detective	
Postal Clerk	
Registered Nurse	
Retail Sales Worker	
School Principal	
School Teacher	
Social Worker	
Travel Agent	
Truck Driver	
Welder	
Word Processor	
Writer/Editor	

Student Names ________________ ________________ ___________________

________________ ________________ ___________________

FAMILY CAREERS AND INCOME

1. Family name ___________________________ Type________________________

2. Which family members are employed?

   #1______________________________ 2______________________________

3. What is their career?

   #1______________________________ 2______________________________

4. What is the annual (yearly) salary?

   #1______________________________ 2______________________________

5. To determine your total yearly family income, add the salaries in question #4 together. What is your total family yearly income? ____________

6. To figure your monthly family income, divide the answer to question number 5 by 12. What is the monthly family income? __________________

7. Continued on the next page☞☞☞☞☞☞☞☞☞☞☞☞☞☞☞☞☞☞☺

FAMILY CAREERS AND INCOME - PAGE 2

7. Using the Occupational Outlook Handbook, CHOICES software, or other resources, complete the following information on the career(s) of your family member(s).

Family Member #1

A. Career title ______________________________

B. Nature of work/job description ______________________________

____

C. Working conditions ______________________________

____

D. Employment (Who would hire you?) ______________________________

E. Training or education required ______________________________

F. Job outlook ______________________________

G. Earnings range (highest to lowest salary) ______________________________

Family Member #2

A. Career title ______________________________

B. Nature of work/job description ______________________________

____

C. Working conditions ______________________________

____

D. Employment (Who would hire you?) ______________________________

E. Training or education required ______________________________

F. Job outlook ______________________________

G. Earnings range (highest to lowest salary) ______________________________

Place this page in your Family Record Book.

Name ____________________ Period ______ Date ________________ Score _____

INDIVIDUAL CAREER CHOICE INFORMATION

Directions: Select two careers you might like and find the following information on those careers.

My 1st Choice

A. Career title ____________________

B. Nature of work/job description ____________________

____

C. Working conditions ____________________

____

D. Employment (Who would hire you?) ____________________

E. Training or education required ____________________

F. Job outlook ____________________

G. Earnings range (highest to lowest salary) ____________________

H. What intrigues you about this career? ____________________

I. What wouldn't you like about this career? ____________________

My 2nd Choice

A. Career title ____________________

B. Nature of work/job description ____________________

____

C. Working conditions ____________________

____

D. Employment (Who would hire you?) ____________________

E. Training or education required ____________________

F. Job outlook ____________________

G. Earnings range (highest to lowest salary) ____________________

H. What intrigues you about this career? ____________________

I. What wouldn't you like about this career? ____________________

T-L-C HOUSING CARD

SALES PRICE ______________________

(COST BEFORE INTEREST)

LENGTH OF LOAN __________________

INTEREST RATE ___________________

INTEREST AMOUNT ________________

TOTAL COST ______________________

MONTHLY PAYMENT ON LOAN _______

TAXES AND INSURANCE ____________

TOTAL MONTHLY PAYMENT ___________

T-L-C HOUSING CARD

SALES PRICE ______________________

(COST BEFORE INTEREST)

LENGTH OF LOAN __________________

INTEREST RATE ___________________

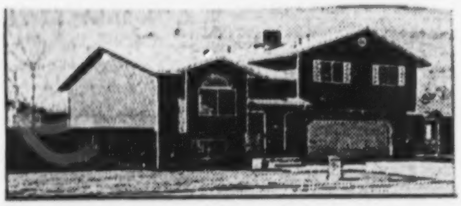
INTEREST AMOUNT ________________

TOTAL COST ______________________

MONTHLY PAYMENT ON LOAN _______

TAXES AND INSURANCE ____________

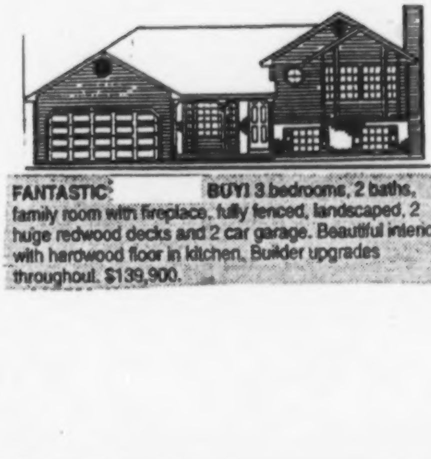
TOTAL MONTHLY PAYMENT ___________



4 bedroom, 2 bath, 2 car garage, fenced yard, deck and much more.
Come see for yourself. $104,900.

T-L-C HOUSING CARD

SALES PRICE #104,900
(COST BEFORE INTEREST)
LENGTH OF LOAN 30 yrs.
INTEREST RATE 8%
INTEREST AMOUNT $167,260
TOTAL COST #272,160
MONTHLY PAYMENT ON LOAN #756 00
TAXES & INSURANCE $120.75
TOTAL MONTHLY PAYMENT $876.75



FANTASTIC [redacted] **BUY!** 3 bedrooms, 2 baths, family room with fireplace, fully fenced, landscaped, 2 huge redwood decks and 2 car garage. Beautiful interior with hardwood floor in kitchen. Builder upgrades throughout. $139,900.

T-L-C HOUSING CARD

SALES PRICE $139,900.
(COST BEFORE INTEREST)
LENGTH OF LOAN 30 yrs.
INTEREST RATE 8%
INTEREST AMOUNT $228,020.
TOTAL COST $367,920.
MONTHLY PAYMENT ON LOAN $1022 00
TAXES & INSURANCE $161 00
TOTAL MONTHLY PAYMENT $1169 00

HOUSING COSTS

SALES PRICE	10% DOWN	30 YEAR MORTGAGE AT 8%	MONTHLY TAXES	MONTHLY INSURANCE	PRINCIPAL AND INTEREST	TOTAL MONTLY PAYMENT	TOTAL COST AFTER 30 YRS.
$40,000	$4,000	$35,000	$36.00	$10.00	$175.51	$221.51	$83,743.60
$50,000	$5,000	$45,000	$45.00	$12.50	$365.00	$422.50	$157,100
$60,000	$6,000	$54,000	$54.00	$15.00	$438.00	$507.00	$188,520
$70,000	$7,000	$63,000	$63.00	$17.50	$511.00	$591.50	$219,940
$80,000	$8,000	$72,000	$72.00	$20.00	$584.00	$676.00	$251,360
$90,000	$9,000	$81,000	$81.00	$22.50	$657.00	$760.50	$282,780
$100,000	$10,000	$90,000	$90.00	$25.00	$730.00	$845.00	$314,200
$110,000	$11,000	$99,000	$99.00	$27.50	$803.00	$929.50	$345,620
$120,000	$12,000	$108,000	$108.00	$30.00	$876.00	$1,014.00	$377,040
$130,000	$13,000	$117,000	$117.00	$32.50	$949.00	$1,098.50	$408,460
$140,000	$14,000	$126,000	$126.00	$35.00	$1,022.00	$1,183.00	$439,880
$150,000	$15,000	$135,000	$135.00	$37.50	$1,095.00	$1,267.50	$471,300
$160,000	$16,000	$144,000	$144.00	$40.00	$1,168.00	$1,352.00	$502,720
$170,000	$17,000	$153,000	$153.00	$42.50	$1,241.00	$1,436.50	$534,140
$180,000	$18,000	$162,000	$162.00	$45.00	$1,314.00	$1,521.00	$565,560
$190,000	$19,000	$171,000	$171.00	$47.50	$1,387.00	$1,605.50	$596,980
$200,000	$20,000	$180,000	$180.00	$50.00	$1,460.00	$1,690.00	$628,400
$210,000	$21,000	$189,000	$189.00	$52.50	$1,533.00	$1,774.50	$659,820
$220,000	$22,000	$198,000	$198.00	$55.00	$1,606.00	$1,859.00	$691,240
$230,000	$23,000	$207,000	$207.00	$57.50	$1,679.00	$1,943.50	$722,660
$240,000	$24,000	$216,000	$216.00	$60.00	$1,752.00	$2,028.00	$754,080
$250,000	$25,000	$225,000	$225.00	$62.50	$1,825.00	$2,112.50	$785,500
$260,000	$26,000	$234,000	$234.00	$65.00	$1,898.00	$2,197.00	$816,920
$270,000	$27,000	$243,000	$243.00	$67.50	$1,971.00	$2,281.50	$848,340
$280,000	$28,000	$252,000	$252.00	$70.00	$2,044.00	$2,366.00	$879,760
$290,000	$29,000	$261,000	$261.00	$72.50	$2,117.00	$2,450.50	$911,180
$300,000	$30,000	$270,000	$270.00	$75.00	$2,190.00	$2,535.00	$942,600
$310,000	$31,000	$279,000	$279.00	$77.50	$2,263.00	$2,619.50	$974,020
$320,000	$32,000	$288,000	$288.00	$80.00	$2,336.00	$2,704.00	$1,005,440
$330,000	$33,000	$297,000	$297.00	$82.50	$2,409.00	$2,788.50	$1,036,860
$340,000	$34,000	$306,000	$306.00	$85.00	$2,482.00	$2,873.00	$1,068,280
$350,000	$35,000	$315,000	$315.00	$87.50	$2,555.00	$2,957.50	$1,099,700
$360,000	$36,000	$324,000	$324.00	$90.00	$2,628.00	$3,042.00	$1,131,120
$370,000	$37,000	$333,000	$333.00	$92.50	$2,710.00	$3,135.50	$1,165,780
$380,000	$38,000	$342,000	$342.00	$95.00	$2,774.00	$3,211.00	$1,193,960
$390,000	$39,000	$351,000	$351.00	$97.50	$2,847.00	$3,295.50	$1,225,380
$400,000	$40,000	$360,000	$360.00	$100.00	$2,920.00	$3,380.00	$1,256,800

Student Names ________________ ________________ ____________________

________________ ________________ ____________________

THE FAMILY HOUSE

1. Family name __________________________ Family Type _________________

2. Twenty-five percent of your monthly income can be used to make a house payment or rent. To figure how much your family can spend on housing, multiply your monthly family income by 0.25.

   ____________ x 0.25 = $____________ is 25 percent of your monthly income
   Monthly Income The maximum amount of monthly payment.

3. What type of housing is your family looking for?
   __________ Traditional House __________ Condominium
   __________ Mobile Home __________ Apartment

4. Put a check mark or a number by the desired or needed items in your home.
   _____ # of bedrooms needed _____ Living room _____ Dining Room _____ Den/TV
   _____ # of bathrooms needed _____ Kitchen _____ Library/study _____ Garage
   Other:

   ____

5. Look at the housing cards or ads and select some homes you can afford. Do not waste time looking at homes you can't afford! Then narrow your selection to one home. Copy the ad for the home of your choice here: _____________________
   ____
   ____

6. Are you renting or buying a house? ____________________________________
7. If you are renting, how much is your rent?___________ (Skip question #8.)
8. If you are buying a house, complete the following information: (Skip question #7.)
   Taxes and insurance per month __________ Total monthly payment __________

   Sales Price ______________________________
   (Cost Before Interest)
   Length of Loan ______________________________
   Interest Rate ______________________________
   Interest Amount ______________________________
   Total Cost ______________________________
   Monthly Payment on Loan ______________________________
   Taxes and Insurance ______________________________

   TOTAL MONTHLY PAYMENT ______________________________

Place this page in your Family Record Book.

T-L-C AUTOMOBILE CARD

SALES PRICE ______________________
(COST BEFORE INTEREST)
LENGTH OF LOAN ____________________
INTEREST RATE _____________________
INTEREST AMOUNT __________________
TOTAL COST ________________________
MONTHLY PAYMENT _________________

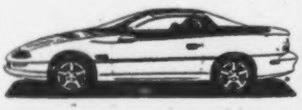
MAKE ______________
MODEL ______________
TYPE ______________
YEAR ______________

T-L-C AUTOMOBILE CARD

SALES PRICE ______________________
(COST BEFORE INTEREST)
LENGTH OF LOAN ____________________
INTEREST RATE _____________________
INTEREST AMOUNT __________________
TOTAL COST ________________________
MONTHLY PAYMENT _________________

MAKE __________________
MODEL __________________
TYPE __________________
YEAR __________________

'96 CAMARO
Auto, air, cruise, wheels, remote hatch release and much more.
$15,995



MAKE Chevrolet
MODEL Camaro
TYPE 2-DrSedan
YEAR 1996

T-L-C AUTOMOBILE CARD

SALES PRICE $15,995
(COST BEFORE INTEREST)
LENGTH OF LOAN 36 mo
INTEREST RATE 10%
INTEREST AMOUNT $2593.24
TOTAL COST $18,588.
MONTHLY PAYMENT $516.34

1996 GEO METRO
2-door, rear defrost, AM/FM, mats, tack, stripes and moldings.
Was $9363
Now $7599
Factory & FTB Rebates applied.

MAKE Chevrolet
MODEL Geo Metro
TYPE 2-DR
YEAR 1996

T-L-C AUTOMOBILE CARD

SALES PRICE $7,599
(COST BEFORE INTEREST)
LENGTH OF LOAN 36 mos.
INTEREST RATE 10%
INTEREST AMOUNT $1,695
TOTAL COST $9,294
MONTHLY PAYMENT $258.12

AUTOMOBILE COSTS

LOAN AMOUNT	INTEREST RATE	MONTHLY PAYMENT 36 MONTHS	MONTHLY PAYMENT 48 MONTHS	MONTHLY PAYMENT 60 MONTHS
$ 3,000	10%	$ 96.81		
4,000	10%	129.09		
5,000	10%	161.36	$ 126.84	
6,000	10%	193.63	152.20	
7,000	10%	225.90	177.57	
8,000	10%	258.17	202.94	
9,000	10%	290.44	228.31	
10,000	10%	322.72	253.67	$ 212.52
11,000	10%	354.99	279.04	233.77
12,000	10%	387.26	304.41	255.02
13,000	10%	419.53	329.78	276.27
14,000	10%	451.80	355.14	297.52
15,000	10%	484.07	380.51	318.78
16,000	10%	516.34	405.88	340.03
17,000	10%	548.62	431.24	361.28
18,000	10%	580.89	456.61	382.53
19,000	10%	613.16	481.98	403.78
20,000	10%	645.43	507.35	425.03
21,000	10%	677.70	532.72	446.29
22,000	10%	709.97	558.08	467.54
23,000	10%	742.24	583.45	488.79
24,000	10%	774.52	608.82	510.04
25,000	10%	806.79	634.19	531.29
26,000	10%	839.06	659.55	552.55
27,000	10%	871.33	684.92	573.80
28,000	10%	903.60	710.29	595.05
29,000	10%	935.87	735.66	616.30
30,000	10%	968.15	761.02	637.55
31,000	10%	1000.42	786.39	658.80
32,000	10%	1032.69	811.76	680.06
33,000	10%	1064.96	837.12	701.31
34,000	10%	1097.23	862.49	722.56
35,000	10%	1129.50	887.86	743.81
36,000	10%	1161.78	913.23	765.06
37,000	10%	1194.05	938.59	786.32
38,000	10%	1226.32	963.96	807.57
39,000	10%	1258.59	989.33	828.82
40,000	10%	1290.86	1014.70	850.07

Student Names ________________ ________________ ____________________

________________ ________________ ____________________

THE FAMILY AUTO(S)

1. Family Name __________________________ Family Type ________________

2. Figure how much your family can spend on an automobile by taking your monthly family income and multiplying it by 0.15.

____________ x 0.15 = $___________ is 15 percent of your monthly income
Monthly Income The maximum amount of monthly payment.

3. In addition to your monthly payment, you will need to pay for "upkeep" or "maintenance" on the automobile. This will include gas, oil, tires, taxes, insurance, and the license. This amount will vary, depending on how much you use the automobile. An average amount most people spend is $200 per month per car. Remember, this $200 needs to be included in the 15 percent allowed. Add this amount to your monthly payment to see the total monthly cost of owning an automobile.

Monthly payment:___________________
Maintenance: ____+ $200____________
Total monthly cost: ___________________

4. What transportation needs does your family have? List any information that will help you decide what kind of auto you will buy.

____

____

____

5. What type of automobile does your family need for its first (main) vehicle?

___ Two-Door Coupe ____ Four-Door Sedan ____ Van/Station Wagon
___ Sport/Utility ____ Sports Car ____ Pickup

THE FAMILY AUTO - PAGE 2

6. Look at the automobile cards or ads and select some cars you can afford. Then narrow your selection(s) to one or two cars. Give the following information about the car(s) you have chosen:

	1ST CAR	2ND CAR
SALES PRICE OF CAR		
MAKE OF CAR (WHAT COMPANY MAKES IT)		
TYPE OF CAR (LOOK AT LIST IN #5)		
MODEL OF CAR (MUSTANG, BLAZER, ETC.)		
YEAR CAR WAS MADE		
NEW OR USED CAR		

* * *

INTEREST RATE FROM BANK		
MONTHLY PAYMENT (FROM CHART)		
LENGTH OF LOAN (NUMBER OF MONTHS)		
TOTAL COST OF CAR		
SALES PRICE OF CAR		
AMOUNT OF INTEREST PAID TO BANK		

* * *

MONTHLY PAYMENT		
MAINTENANCE		
TOTAL COST PER MONTH		

Place these pages in your Family Record Book.

BUDGET

A PLAN FOR SPENDING AND SAVING MONEY

Student Names ________________ ________________ ________________

________________ ________________ ________________

THE FAMILY BUDGET

DIRECTIONS: Complete this budget for your family according to the directions from your teacher. Watch your math!

Family name ________________________ Family Type ____________________

Yearly (Annual) Income ______________ Monthly Income ____________________

FAMILY BUDGET	DOLLARS	CENTS
FAMILY EXPENSES: MONTHLY INCOME		
TAXES - 25% of monthly income (x 0.25)		
Balance =		
HOUSE PAYMENT/RENT (maximum 25% of monthly income)		
Balance =		
UTILITIES (5-10% of monthly income)		
Balance =		
SAVINGS (minimum 5% of monthly income)		
Balance =		
GROCERIES ($80-$125 per person)		
Balance =		
INSURANCE/MEDICAL EXPENSES (5% of monthly income)		
(or $25-$50 per person) Balance =		
1ST CAR (payment + maintenance)		
Balance =		
2ND CAR (payment + maintenance)		
Balance =		
CLOTHING ($25-$75 per person)		
Balance =		
GIFTS/DONATIONS/BIRTHDAYS/CHRISTMAS		
Balance =		

THE FAMILY BUDGET - PAGE 2

Balance brought forward =		
CABLE/SATELLITE TELEVISION		
Balance =		
PERSONAL ALLOWANCES		
Balance =		
CHILD CARE/SCHOOL EXPENSES		
Balance =		
HOME FURNISHINGS		
Balance =		
ENTERTAINMENT ($25-$50 per person)		
Balance =		
VACATIONS		
Balance =		
CREDIT CARD PAYMENTS		
Balance =		
OTHER:		
Balance =		
OTHER:		
Balance =		

What will you do with the balance left at the end of the month? OR

If there's no money left, what will you do to adjust your budget?

Place these pages in your Family Record Book.

Name ____________________ Period ______ Date ________________ Score _____

"MY FUTURE FAMILY" WANT AD

Want ads are found in newspapers. They are used to sell things, to advertise houses for rent, and employment opportunities. They include a description of what is wanted, a list of qualities needed, where to inquire, and any other information that helps the reader know what is available. If you could write a want ad for the family you would like to have when you become an adult, what would you include? Write a description 10-12 lines long that describes the qualities you think would be important in your family of the future.

What are some things I can do now to prepare myself for my future family?

(Things that would empower me to be a better parent, provider, and spouse.)

This paper could be placed in your T-L-C "Independent Ideas" Handbook.

CAREER INFORMATION

LOAN OFFICER: Loan officers work for financial institutions like banks, credit unions, savings and loans, or other loan companies. They take applications for credit and analyze the financial position of the potential borrower. Then they decide whether or not to make the loan and prepare the necessary paperwork for making a loan. Two important parts of their job are to protect the consumer from becoming too indebted and to take all the necessary precautions to protect the bank legally.

A bachelor's degree in accounting, finance, and/or business administration is usually required to be a loan officer, along with additional training on company policies and/or changes in legal matters. Beginning officers start at the lower wage range, and officers with more responsibility and years of experience can earn much more.

FINANCIAL CONSULTANT: Financial consultants work with families and/or individuals to help them put their financial affairs in order and meet their financial goals. One of the main services they provide is to help families have financial security. They may work for a financial institution, but frequently they work through a private or public social service agency. There are two main parts of their job: 1) helping people who are already in trouble financially, and 2) teaching or helping people avoid getting into financial trouble.

Training to become a financial consultant varies with the institution or firm and the services rendered. However, some education and/or training in economics and finance is certainly necessary. The salary ranges are similar to that of a loan officer, with educational background, years of experience, and level of responsibilities taken into consideration.

CAREER INFORMATION

INSURANCE AGENT: An insurance agent has a lot to do with family economics because the amount and type of insurance sold/purchased is a major factor in the financial security of a family or individual. They help people select the right policy for their needs. They may sell insurance for one company, or for several companies. They usually sell several kinds of insurance, such as life, property, liability, automobile, and health. They must do a considerable amount of local travel to meet with clients and/or potential clients. Their work often includes evening and weekend appointments for the convenience of clients.

Insurance agents do not always need a college degree, although some education or training in finance, economics, and/or sociology are desirable. Knowledge of computer science is increasingly important since nearly every facet of the insurance industry is computerized. Many people who enter the insurance business are older persons who have had some employment experience and have proven sales ability. All insurance agents or brokers must obtain a license in the state where they plan to sell insurance, and in most states, they must pass an examination to obtain the license.

Beginning agents are often guaranteed a moderate salary while they learn the business and build a clientele. Thereafter, they are paid on a commission basis by the insurance company(ies) with which they affiliate. Their earnings vary greatly, depending on the number of sales, policy amounts, etc. An insurance agent who is a good, honest salesperson and works diligently can be very successful and earn a good living.

LOAN OFFICER

FINANCIAL CONSULTANT

INSURANCE AGENT

CHILD CARE

TOPIC #8:	Child Care	***TIME PERIOD:***	6-8 days

CORE STANDARD #4: Careers: The students will explore careers related to family and consumer sciences, identifying skills which are applicable for both the home and the school/workplace, and the impact of career choices on family lifestyles.

OBJECTIVE: The students will identify child care skills for personal and/or occupational use.

INDEPENDENT LIVING SKILLS (COMPETENCIES):

20.0001-0422	Identify safety hazards for young children.
20.0001-0423	Assess ways to correct safety hazards for young children.
20.0001-0424	Identify primary caregiving skills for children.
20.0001-0425	Determine personal characteristics desirable in a child caregiver.
20.0001-0426	Develop inexpensive learning activities for children.
20.0001-0427	Identify careers related to child care.
20.0001-0443	Recognize causes and types of child abuse and community sources of help.
20.0001-0444	Assess ways to prevent potential hazards for young children.

LIFE SKILLS:

* Lifelong Learning
Complex Thinking
* Effective Communication
* Collaboration
* Responsible Citizenship
* Employability

RELATED CAREERS:	***OCCUPATIONAL CLUSTERS:***
Child Care Worker	Social-Humanitarian; Family and Consumer Sciences
Pediatric Nurse	Scientific-Medical; Family and Consumer Sciences
Elementary Teacher	Social-Humanitarian; Family and Consumer Sciences
Homemaker	Family and Consumer Sciences
Child Psychologist	Social-Humanitarian; Family and Consumer Sciences

LIST OF STUDENT ACTIVITIES:	*SUPPLIES REQUIRED:*
➧ 1. Children's Safety	
A. Safety Hazards Search (Motivator)	Classroom "bugged" with safety hazards OR Overhead transparencies (8.20-8.22)
➧ B. Safety Checklist	Copies of student activity guide (8.23) for each student
➧ C. Six Points of Danger	Bulletin board with six points of danger (8.24-8.32)
D. Safety Case Studies	Copies of student activity guides (8.33-8.37) - one per group
2. Child Care Provider Qualities	Copies of student activity guide (8.38) for each student
➧ 3. Keys to Caregiving	Bulletin board with keys (8.39-8.44) Copies of student activity guide (8.45) for each student Background information (8.46-8.48)
➧ 4. Child Abuse	Reporting laws, procedures, penalties (8.49)
5. Children's Activities	
Introduction	Children's tapes or records Tape or record player
A. Welcome Activity	Copy of student directions (8.50) Construction paper Copies of activity pages (8.51-8.53) Yarn Crayons or markers
B. Flannel/Magnet Board Stories	Copies of student directions (8.54-8.56) Patterns for story characters (8.57-8.61) Art cloth/heavy pellon/construction paper Felt-tip markers or crayons Scissors and gluesticks Flannel or magnet board Flannel or magnets

	LIST OF STUDENT ACTIVITIES	***SUPPLIES REQUIRED:***
C.	Hand Puppets	Copies of student directions (8.62) Puppet patterns (8.63-8.65) Felt and felt scraps Felt-tip markers Scissors Fabric glue Optional: sewing machine and thread
D.	Nutritious Snacks	Copies of student directions and recipes (8.66-8.68) Recipe ingredients for recipe chosen
E.	Matching Game	Copies of student directions (8.69) Copies of the "Lotto Board" (8.70) Felt-tip markers or crayons Scissors
F.	Finger Play or Counting Activity	Copies of student directions (8.71) Copies of the monkey patterns (8.72) Felt-tip markers or crayons Scissors Stapler Popsicle sticks (optional)
G.	Craft Project	Copies of student directions (8.73, 8.76, 8.79, 8.82) Copies of patterns (8.74-8.81) Construction paper Letter-size envelopes Scissors Glue sticks Yarn 1-inch, two-prong brads Cupcake paper cups
6.	Child Care Laboratory Experience	Preschool children Supplies for learning activities Copies of student activity guides (8.83-8.87) as needed
7.	Identification of Related Careers	Career information (8.88-8.89) Career posters (8.90-8.94)

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PROCEDURE

◆ 1. *CHILDREN'S SAFETY*

CONCEPT: Safety is a major part of caring for children. Prevention is the best method for keeping children safe.

A. Safety Hazards Search (Motivator)

The teacher should have the room set up with as many safety hazards as possible in several different areas. Then have the students identify the hazards and discuss how to prevent and/or correct them.

Some examples of safety hazards are:
- A cupboard door left open.
- An electrical cord hanging off a counter.
- Buttons and/or pins spilled on the floor.
- A pan handle left hanging out over the edge of the stove.
- A bottle of bleach or other poisonous substance left out on the floor or low counter.
- Sharp objects setting out.

After the students have identified all of the hazards in the classroom, continue the identification process by asking the following questions:

- What are some safety hazards you have found in homes where you have lived or visited?

- What can you do to make your home (or a home where you are babysitting) more safe?

OPTION: If the teacher doesn't have a classroom that can be set up with safety hazards, the overhead transparencies (pages 8.20-8.22) can be used to introduce the activity.

◆ B. Children's Safety Checklist

Have each student compile their own CHILD CARE SAFETY checklist on the student activity guide (page 8.23). The lists should include at least (ten) 10 safety rules. The students can list more if desired. The teacher may want the students to share their checklist items with other class members.

♦ C. Six Points of Danger

Using the six points of danger and the graphics provided (pages 8.24-8.32), make a bulletin board displaying the six main points of danger inside and outside for children. They are: 1) burns, 2) sharp objects, 3) poisoning, 4) choking (small objects), 5) drowning, and 6) automobiles.

Discuss these six points of danger with the students and have the students memorize them. If the students can remember these six simple points, they can be more alert for these dangers and have a better chance of preventing accidents. Have the students complete this section of the "Child Care Safety" student activity guide (page 8.23).

This student activity guide could be included as part of the "Independent Ideas" Handbook.

D. *Spend a Minute on Safety* Video

Show the video, Spend a Minute on Safety, from Pineapple Appeal, and discuss the major points with the students.

E. Candy or Medicine?

Ask the students to look at the medicines around their house and determine which ones are attractively packaged and/or could easily be confused with some type of candy that's on the market.

For example:

Candy	Medicine
Red Hots	Excedrine caplets
Hershey's candy	Ex-lax
Animal-shaped candies	Children's animal-shaped chewable vitamins
Tic-Tacs	Tylenol caplets
Chiclets	Aspergum
Squeez-it juices	Cough medicine
Hi-C juice (red or purple)	Children's liquid cold medicine
Pink mints (Stark)	Pepto-Bismol tablets
Mike and Ikes	Nyquil (dayquil) cold capsules
Necco candies	Colored Tums/Rolaids

Ask the students to bring in the medicine and/or candy and make a display of the look-alike items. This activity alerts the students to the vulnerability of young children to medicines left within reach.

F. **Child Care Safety Case Studies**

Divide the students into groups and give each group one of the CHILD CARE SAFETY CASE STUDIES (pages 8.33-8.37) to read, analyze, and complete. (This could be used as an individual activity, if the teacher prefers.) When the activity has been completed, discuss the case studies and the student answers as a class. This activity incorporates and reinforces the problem-solving approach studied in Topic #1: Developing Independence.

NOTE: It may be necessary to review some general first aid procedures with the students to complete this activity.

SUMMARY: Prevention is the best method for keeping children safe.

2. *CHILD CARE PROVIDER QUALITIES*

CONCEPT: Selecting child caregivers for children is an important responsibility.

The teacher should lead the students in some discussion regarding the need for quality child care providers and the caregiving qualities they should possess. Some concepts to include in the discussion are:

- Day care/child care is one of the fastest growing careers in the United States. More mothers are in the work force, and this creates a greater need for child care.

- What are some careers available in this field? (See the career information [pages 8.88-8.89] and the career posters [pages 8.90-8.92]. Other related careers can also be identified.)

- Compare the differences between hiring a teenager to tend children part time as opposed to using a day care center for full- or part-time care.

- Child caregivers must be very patient and understanding with small children. They must also be very creative and able to think of many different ways to entertain the children for whom they are responsible.

Using the two scenarios provided below, have the students compile a list of personal qualities a child care provider should have. List the qualities on the board as they are identified, and have the students complete the upper portion of the CHILD CARE PROVIDER QUALITIES student activity guide (page 8.38). (The lower portion will be completed in a later activity.)

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Scenario #1
Pretend you are the parent of a 3-year-old and a 1-year-old child. You must attend a four-hour meeting, and you need someone to come to your home to care for your children. What abilities and qualities would you look for in a caregiver?

Scenario #2
Pretend you are a parent of a 4-year-old and a baby. You have to work from 8 a.m. to 5 p.m. every day and must find a child care center for your children. What qualities would you look for in a center? What qualities would you want the people that work at the center to have?

3. KEYS FOR CAREGIVING

It is important to learn basic caregiving skills, and these fall into three principle areas: 1) physical needs, 2) emotional needs, and 3) guidance needs.

The teacher should prepare a bulletin board using the items provided on pages 8.40-8.44). (These should be enlarged for easier visibility by the students.) As this material is presented, the teachers can use the items and construct the bulletin board similar to the diagram provided (page 8.39). The students can complete the KEYS TO CAREGIVING student activity guide (page 8.45) as the lesson progresses. The following skills for meeting children's needs would be included with each key:

KEY #1 - PHYSICAL NEEDS:

1. Keep children safe
2. Keep children warm
3. Keep children fed (avoid hunger)
4. Provide adequate rest
5. Keep children clean

KEY #2 - EMOTIONAL NEEDS:

1. Avoid fearful situations
2. Keep calm
3. Provide praise and assurance
4. Build self-esteem
5. Give love and attention

KEY #3 - GUIDANCE NEEDS:

1. Use statements that direct the children's behavior (rather than telling them what not to do)
2. Think ahead to prevent behavior problems (Avoid getting into activities that foster problem behaviors)
3. Provide learning activities vs. busy work or television
4. Provide learning environment
5. Discipline with love

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The teacher needs to emphasize that if children's physical, emotional, and learning needs are met, the caregiver will have very few discipline problems. Discipline problems occur when children are uncomfortable physically or emotionally, or when they are bored. An environment that stimulates thought and learning, and a caregiver who provides a variety of activities, help to reduce discipline problems. Examples need to be given on how to give directive statements vs. corrective statements and on how to place emphasis on the necessity of employing techniques to prevent or avoid situations that require discipline.

Just to review: Directive statements tell the child the behavior you want to occur. For example: "Let's all sit at the table now for our snack."

Corrective statements tell the child what not to do. For example: "Don't stand on the table."

Positive guidance techniques stress the kind of discipline that guides children toward desirable behavior.

Negative guidance techniques are confusing to the child. The adult should not assume the child can convert negative guidance into positive behavior.

If discipline techniques need to be used by the caregiver, some things to do are:

- Divert the child's attention
- Hold the child's hand or shoulder
- Start a new physical activity
- Use a "time out" period

Discipline problems sometimes occur because the caregivers expectations are not in line with the developmental stage of the child. A brief summary of the various developmental stages titled, WHY BEHAVIORS DIFFER, is provided (pages 8.46-8.48). The teacher can incorporate this material if he/she chooses and/or time allows.

SUMMARY: Selecting caregivers for children is an important responsibility. Caregivers need to know and understand the needs of children.

♦ *4.* ***CHILD ABUSE***

NOTE: It is recommended that the subject of child abuse be addressed from the standpoint of developing awareness and watching for signs of child abuse while tending children, observing neighborhood children, etc., rather than from a personal standpoint.

As the teacher prepares for this topic, he/she should also be aware of the legal obligation he/she has if a student confides a situation of abuse to him/her. A copy of the state (Utah) law for reporting and the penalties for not reporting is provided on page 8.49. It is also recommended that the teacher check with the local district regarding their policy for handling such circumstances.

While the issue of child abuse only needs to be addressed briefly, it should also be thorough enough that the students understand: 1) what child abuse is, and 2) where and what kind of help is available in your community.

Some of the key points are:

- Child abuse is often another aspect of discipline. However, no parent or caregiver has the right to abuse a child in any situation.

- It is easy for discipline techniques to become forms of child abuse if the caregiver is not careful and self-controlled.

- When the caregiver becomes angry or frustrated, he/she may not think as clearly and an action that may seem like a form of discipline may actually be a form of child abuse.

- Because of the physical size relationship between an adult and a child, it is easy for an adult to cause physical harm or damage to a child.

- Child abuse is a problem that affects many children. (It is unpleasant to see or think about a child who has been beaten, burned, or treated badly by an adult, but it is even worse for the child who has been the victim of abuse.)

- It is important to be alert to the physical condition of children we are around on a regular basis and watch for signs of child abuse, such as burns, bruises, broken bones, scars, etc.

- The three major types of abuse are:

1. Physical: When a person causes physical harm to another.
   Examples: beating, burning, withholding of food, sexual molestation

2. Mental/ Emotional When a person ignores, fails to give love, criticizes, or puts down another person constantly.
   Examples: yelling, screaming, silences, ignoring

3. Neglect: When a parent and/or caregiver does not provide adequate care to meet a child's needs or protect them from harm.

   Examples: improper feeding, not kept clean or clothed properly, left alone (unattended)

- There is help available and the problem and/or the informant will be kept confidential. If a person knows of someone who is being abused and/or of an abusive situation, some sources of help are:

1. A principal, counselor, or teacher

2. Social Service office (Identify where this is in your community and the telephone number.)

3. Utah statewide 24-hour hotline: 1-800-678-9399.

4. National Child Abuse Hotline: 1-800-422-4453.

Write these telephone numbers on the chalkboard and have the students write them in the space provided on their KEYS TO CAREGIVING student activity guide (page 8.45) and then be sure it is included in the T-L-C "Independent Ideas" Handbook.

5. *CHILDREN'S ACTIVITIES*

CONCEPT: Many activities enjoyed by small children are inexpensive and fun to make. Activities help to meet children's learning needs.

As the teacher introduces the children's activities to the students, he/she could have children's music playing and discuss with them how music can motivate or calm children. Playing tapes and records, and singing songs are good ways to entertain children as well as being a learning activity. Divide the class into six groups and have each group complete one of the following activities:

a. Welcome activity
b Flannel/magnet board story
c. Hand puppets
d. Nutritious snack
e. Matching game
f. Finger play or counting activity
g. Art/craft project

The teacher should provide the groups with the directions, patterns, and materials necessary to complete the assignments. The following preparations should be completed by the teacher prior to class time:

1. Each activity has directions for the students to complete the activity. If the teacher can copy and laminate a set of these and keep them for future use, the need to make more copies will be eliminated.

2. All of the supplies required for each activity should be together in a bag, tote tray, or box, along with the student directions. Label each container according to the activity. The necessary supplies are listed at the top of each page of directions.

Some specific notations, alternatives, and/or directions for each of the activities are as follows:

A. Welcome Activity (pages 8.50-8.53):
The pages for this activity should be prerun and ready for the students to assemble for the children.

B. Flannel/Magnet Board Story (pages 8.54-8.61):
The items/characters for the story can be made on laminated paper, with a magnet or piece of flannel glued to the back of each piece. A cookie sheet or refrigerator front can be used for a magnet board if a real one isn't available. Additional characters can be added as needed. Coloring books are a great resource for additional story items.

C. Hand Puppets (pages 8.62-8.65):
The patterns need to be precut out of poster board for the students to use as stencils.

D. Nutritious Snacks (pages 8.66-8.68):
Another good nutritious snack that can be used is a fruit kabob.

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E. Matching Game (pages 8.69-8.70):
These "Lotto" board pictures need to be copied on card stock and may be laminated for durability. Each child needs two (2) copies, one to be cut apart, and one left intact.

F. Finger Play or Counting Activity (pages 8.71-8.72):
This activity can be used several ways:

1) The small monkeys can be used as finger puppets and put on each finger for counting as the monkey count goes down.
2) The monkeys can be put on craft sticks and used as described in the directions.

G. Craft Project (pages 8.73-8.82):
Any number of art or craft project could be used for this. Three patterns for craft projects have been included, or the students could make play dough for the children to play with, or the children could string cereal or macaroni—all activities children enjoy and learn from.

Technically speaking, art projects allow the children freedom to form or make whatever they'd like with a medium. On the other hand, craft projects are prescribed and every child ends up with the same. Craft projects are mostly used in preschool situations.

If the class is going to have the child care laboratory experience as described in the next activity, the teacher needs to explain to the students that they will be sharing and using the activities they are preparing with the young children when they visit. It is highly recommended that the teacher have a practice session with the class the day before the small children come to school.

When the students have finished their learning activities, have them complete the student activity guide (page 8.38) and share some ideas of things to do with children while tending. This student activity guide could in included in the "Independent Ideas" Handbook.

6. CHILD CARE LABORATORY EXPERIENCE

The teacher could arrange for six to ten four-year-old children to attend class one day. Have each group of students present the activity it has prepared to the children. The remainder of the class should observe the children and complete the student activity guide CHILD CARE ACTIVITIES OBSERVATION (page 8.84). The groups take turns presenting their activities until each group has had its turn–perhaps following the order of the activities as given on the observations guide. Some examples of lab planning sheets have been included (pages 8.83- 8.87) for reference. (If it is impossible to have small children visit the class, have the students present their activities to the other class members. Then discuss why they think it is a good activity or give suggestions for improving the activity for preschoolers.)

OPTION: If the teacher is not in a situation where the younger children can come into the classroom, the focus could be placed on preparing activities for baby-sitting. The students could develop a baby-sitting kit and use their activities while baby-sitting. The teacher could develop some type of evaluation for giving credit to the students.

SUMMARY: Small children enjoy a variety of activities. Most activities enjoyed by young children are inexpensive and fun to make.

7. ***IDENTIFICATION OF RELATED CAREERS***

Using the career information provided (pages 8.88-8.89) and the career posters (pages 8.90-8.94), identify and discuss various careers related specifically to the care of children.

♦♦

RESOURCES:

Blockbuster Video Stores: Community video shelf; free video, Shaking, Hitting, Spanking: What To Do Instead. 45 minutes. Originally from Channel 2-KUTV.

Video: Spend a Minute on Safety, Pineapple Appeal, P.O. Box 197, Owatonna, MN 55060, 1-800-321-3041. Catalog No. 3011. 30 minutes.

Additional resources for information on child abuse are:

National Committee for the Prevention of Child Abuse
332 South Michigan Avenue, Suite 1250
Chicago, IL 60604-4357

National Center for the Prevention and Treatment of Child Abuse and Neglect
1205 Oneida Street
Denver, CO 80220

National Child Abuse Coalition
1125 15th Street N.W., Suite 300
Washington, D.C. 20005

National Center on Child Abuse and Neglect Children's Bureau
Administration for Children, Youth, and Families
U. S. Department of Health and Human Services
P. O. Box 1182
Washington, D.C. 20013

CHILDHELP USA, National Campaign for the Prevention of Child Abuse and Neglect, National Headquarters
Woodland Hills, CA 91370

CORE TEST QUESTION BANK

UNIT: **CHILD CARE**

TOPIC #8: **CHILD CARE**

20.0001-0422 Identify safety hazards for young children.

1. Put a check by each item that is a major safety hazard for young children. There are three (3) correct answers.
   _____ a. Cupboard doors that fasten securely
   _*__ b. An electrical cord hanging off a counter
   _____ c. A floor free of litter or toys
   _____ d. A pan handle turned toward the center of the stove
   _*__ e. A bottle of baby aspirin on the counter
   _*__ f. An uncovered electrical socket

2. Safety is of _________ importance when caring for children.
   a. No
   b. Little
   c. Some
   d.* Maximum

20.0001-0423 Assess ways to correct safety hazards for young children.

1. You are baby-sitting a 2-year-old who is just learning to go up and down the stairs and insists on practicing his new-found skill. There are a number of items on the stairs that need to be taken to the basement, but you don't know where they belong. You should:
   a. Look all around the basement and try to find where the items belong
   b. Leave the items on the stairs until the parents get home
   c.* Take the items downstairs and put them together in a safe, obvious place
   d. Not let the child practice going up and down the stairs under your supervision

2. It is ___________ to take any risks with children.
   a. Okay
   b.* Better not

◆◆

CORE TEST QUESTION BANK

20.0001-0424 Identify primary caregiving skills for children.

1. Keeping children safe, warm, and clean is providing:
   a. Emotional needs
   b. Guidance needs
   c.* Physical needs

2. Keeping children calm, giving praise, and attention provides:
   a.* Emotional needs
   b. Guidance needs
   c. Physical needs

3. Using directive statements, providing learning activities, and giving discipline with love are examples of:
   a. Emotional needs
   b.* Guidance needs
   c. Physical needs

4. Directive statements tell the children:
   a.* What to do
   b. What not to do

5. Corrective statements tell the children:
   a. What to do
   b.* What not to do

6. Directive statements are more effective than corrective statements.
   a.* True
   b. False

7. Using a "time out" period is an example of a discipline technique.
   a.* True
   b. False

8. Diverting the child's attention is an example of a:
   a. Corrective statement
   b.* Discipline technique
   c. Emotional need

CORE TEST QUESTION BANK

20.0001-0425 Determine personal characteristics desirable in a child caregiver.

1. Check the items listed below that would be important abilities or qualities for a child caregiver to have. There are five (5) correct answers.

__*__ a. Knows and understands the needs of children
__*__ b. Knows how children grow and develop
__*__ c. Enjoys being around children for long periods of time
______ d. Enjoys taking care of the yard
__*__ e. Knows and follows safety precautions
__*__ f. Keeps control of children without yelling and screaming at them

20.0001-0426 Develop inexpensive learning activities for children.

1. Providing fun learning activities for children:
   a. Takes a lot of money
   b. Does not take a lot of money
   c. Takes imagination
   d.* Both b and c answers are right

2. Many items for learning activities:
   a.* Can be made from things you have at home
   b. Must be purchased at the store
   c. Are available only at preschools

3. Part of the fun of making things yourself is that:
   a. You can save a lot of time
   b. You can save a lot of money
   c. You have the opportunity to be creative
   d.* Both b and c answers are correct

20.0001-0427 Identify careers related to child care.

1. How much training does it require to become a child care worker or caretaker at a day care center?
   a.* No college training required
   b. Two years of college
   c. Four years of college
   d. Four years of college plus one year of internship

◆◆◆

CORE TEST QUESTION BANK

2. How much training does it require to become an elementary school teacher?
   a. No college training required
   b. Two years of college
   c.* Four years of college
   d. Four years of college plus one year of internship

3. How much training does it require to become a pediatrician?
   a. No college training required
   b. Two years of college
   c. Four years of college
   d.* Eight years of college plus three years of internship

4. How much training does it require to become a child psychologist?
   a. No college training required
   b. Two years of college
   c. Four years of college
   d.* Four years of college plus five to seven years of graduate study

20.0001-0443 Recognize causes and types of child abuse and community sources of help.

1. No parent or caregiver has the right to abuse a child in any situation.
   a.* True
   b. False

2. If I ever suspect a person is abusing someone else, it is my responsibility to report that to someone who can help.
   a.* True
   b. False

3. Child abuse is closely related to discipline sometimes.
   a.* True
   b. False

4. Parents have the right to cause physical harm to a child for misbehaving.
   a. True
   b.* False

◆◆

CORE TEST QUESTION BANK

20.0001-0444 Assess ways to prevent potential hazards for young children.

1. Your little brother wants to cut something with the big pointed scissors. You should:
   a. Supervise his use of the scissors very carefully
   b. Get him a pair of smaller blunt-pointed scissors to use
   c. Let him try to use the big scissors and learn his lesson if he gets hurt
   d.* Either a or b could work in some circumstances

2. When you are doing your homework, your 1-year-old baby sister gets your pencil and wants to chew on it. You need to:
   a.* Take the pencil from the child and give her something else to play with
   b. Let the child chew on that pencil but watch her very carefully
   c. Let the child chew on that pencil and get another one to use

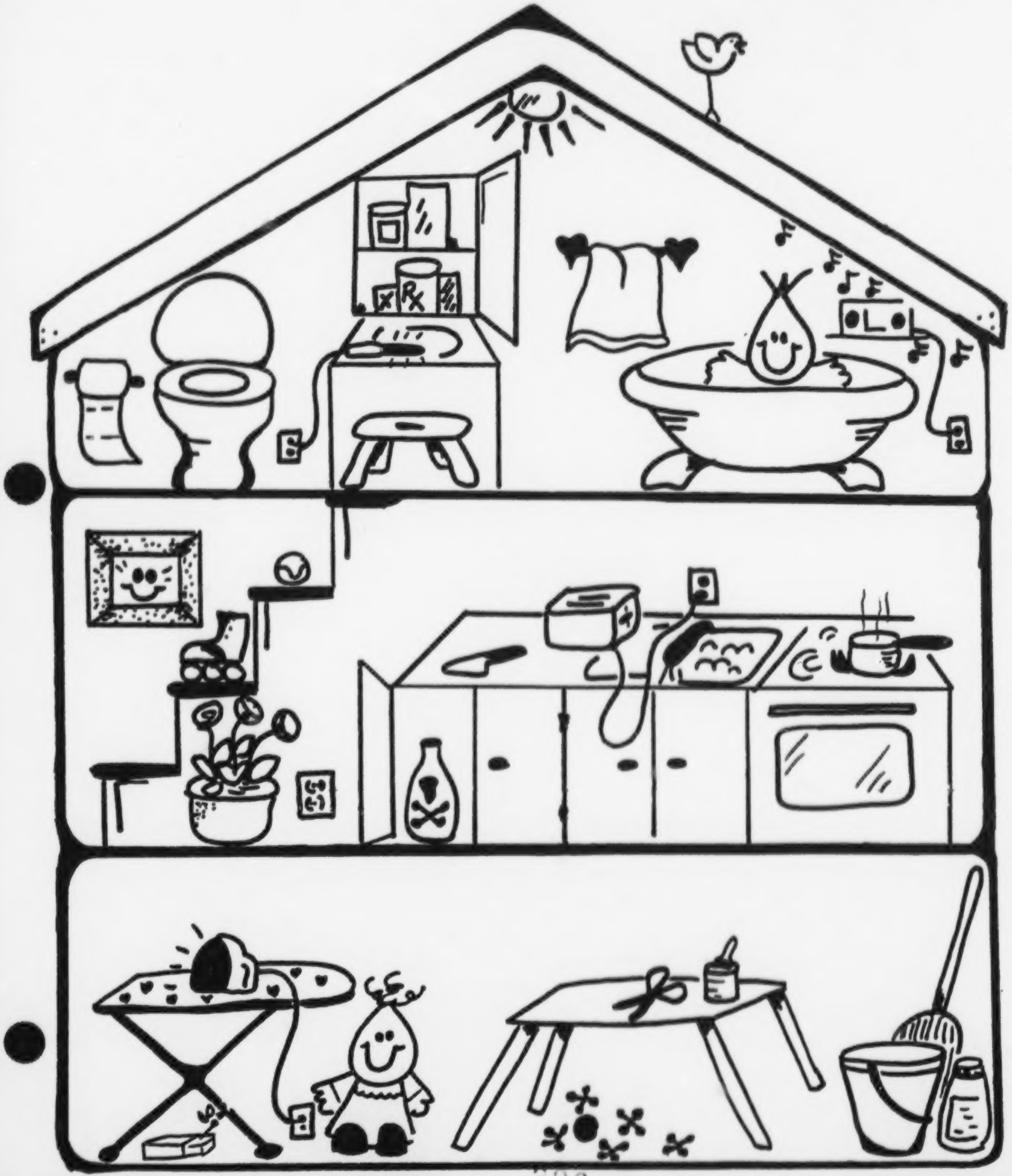
3. It is better to work to prevent accidents with children in the first place rather than trying to correct what's gone wrong.
   a.* True
   b. False

4. Most accidents that involve children __________ be prevented if general safety precautions were heeded by the caregiver.
   a. Could not
   b.* Could

5. One way to help prevent accidents with children is to:
   a. Tell the child what not to do and leave it up to them to remember
   b.* Set guidelines that include safety precautions when you start a new activity
   c. Set guidelines that include safety precautions after an accident occurs

6. Another way to help prevent accidents is to:
   a. Check the house for possible hazards
   b. Provide safe toys for children to play with
   c. Keep the children busy with planned activities
   d.* All of the above

7. It is dangerous to leave children unattended for even a couple of minutes.
   a.* True
   b. False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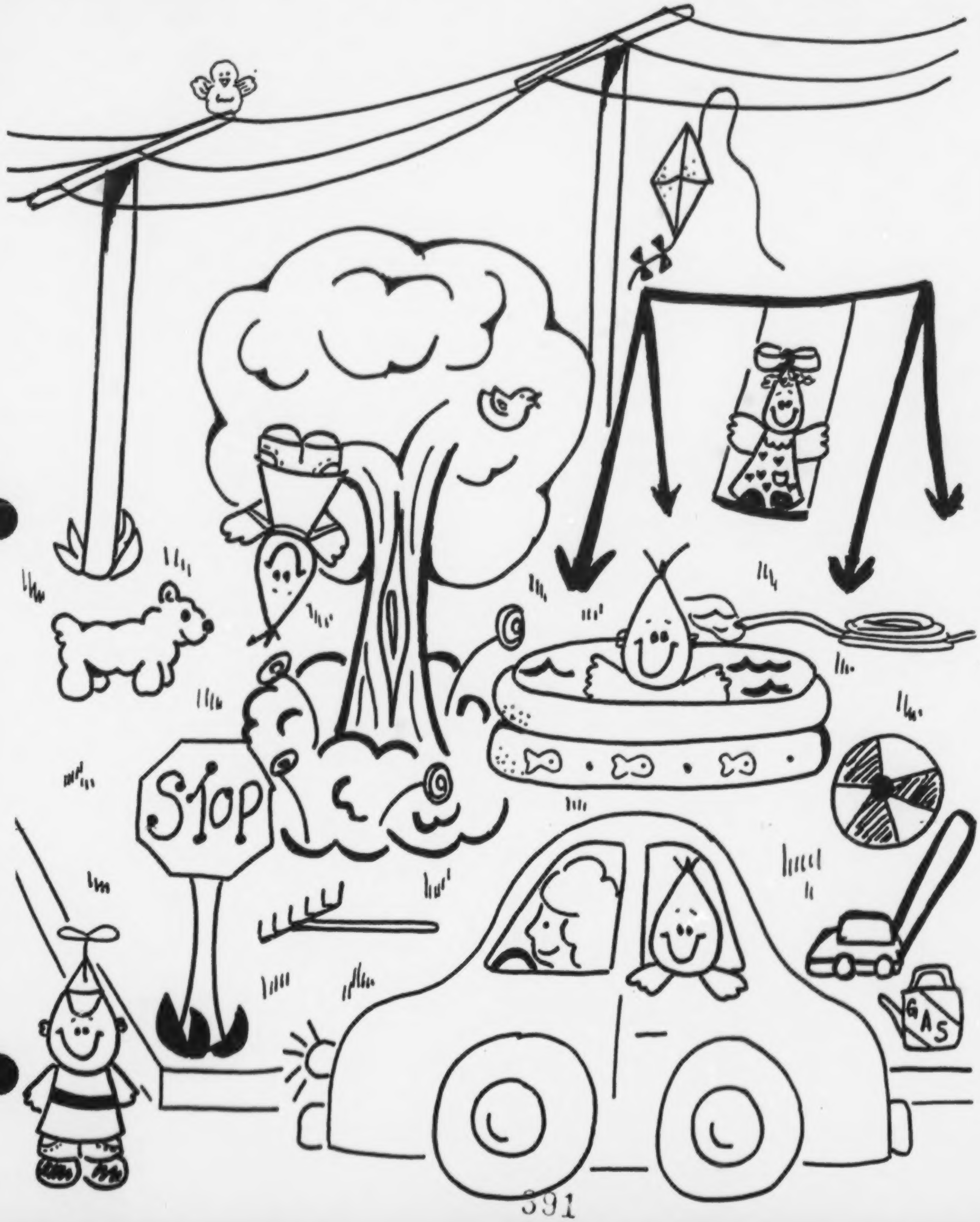
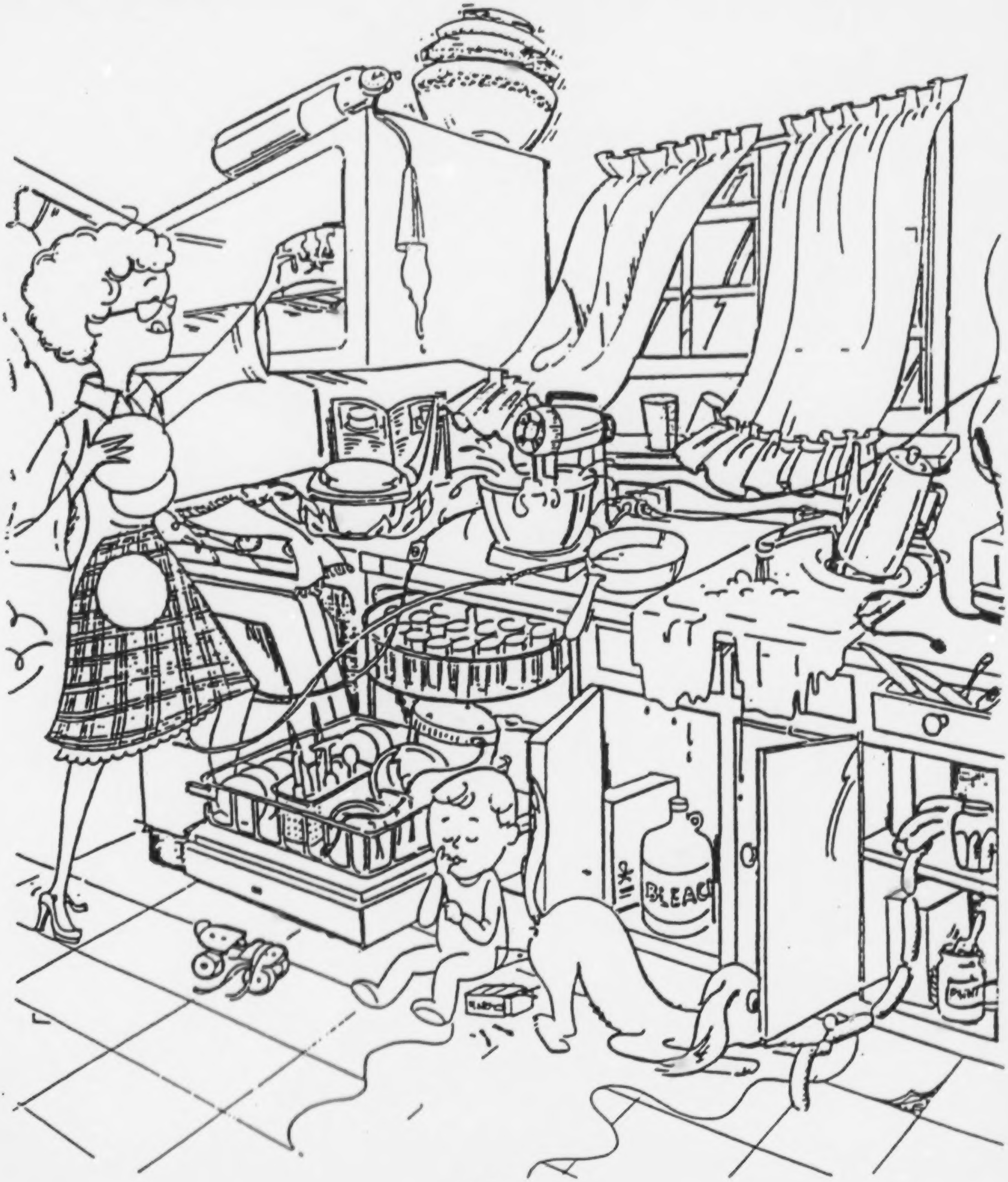

STOP
GAS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Name____________________ Period _____ Date____________ Score_____

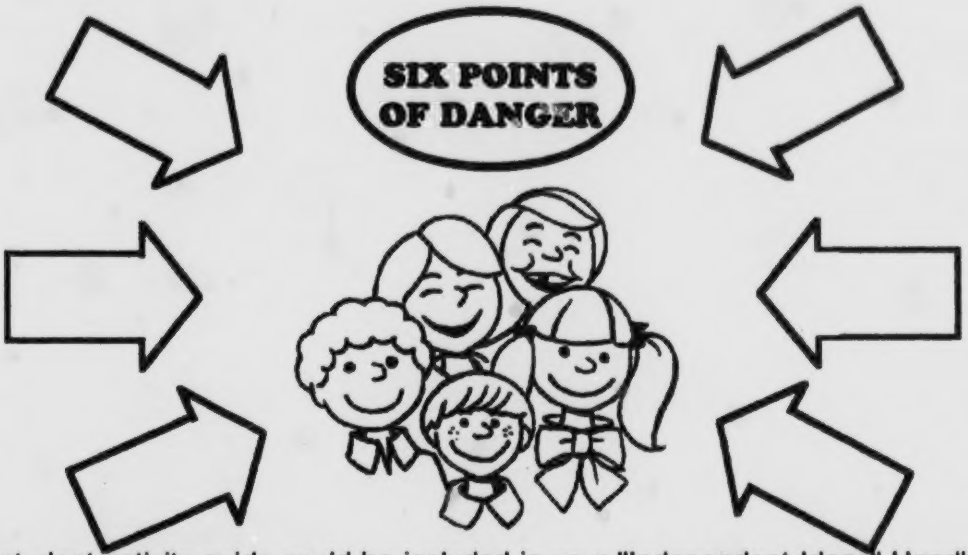
CHILD CARE SAFETY

CHILD CARE SAFETY CHECKLIST

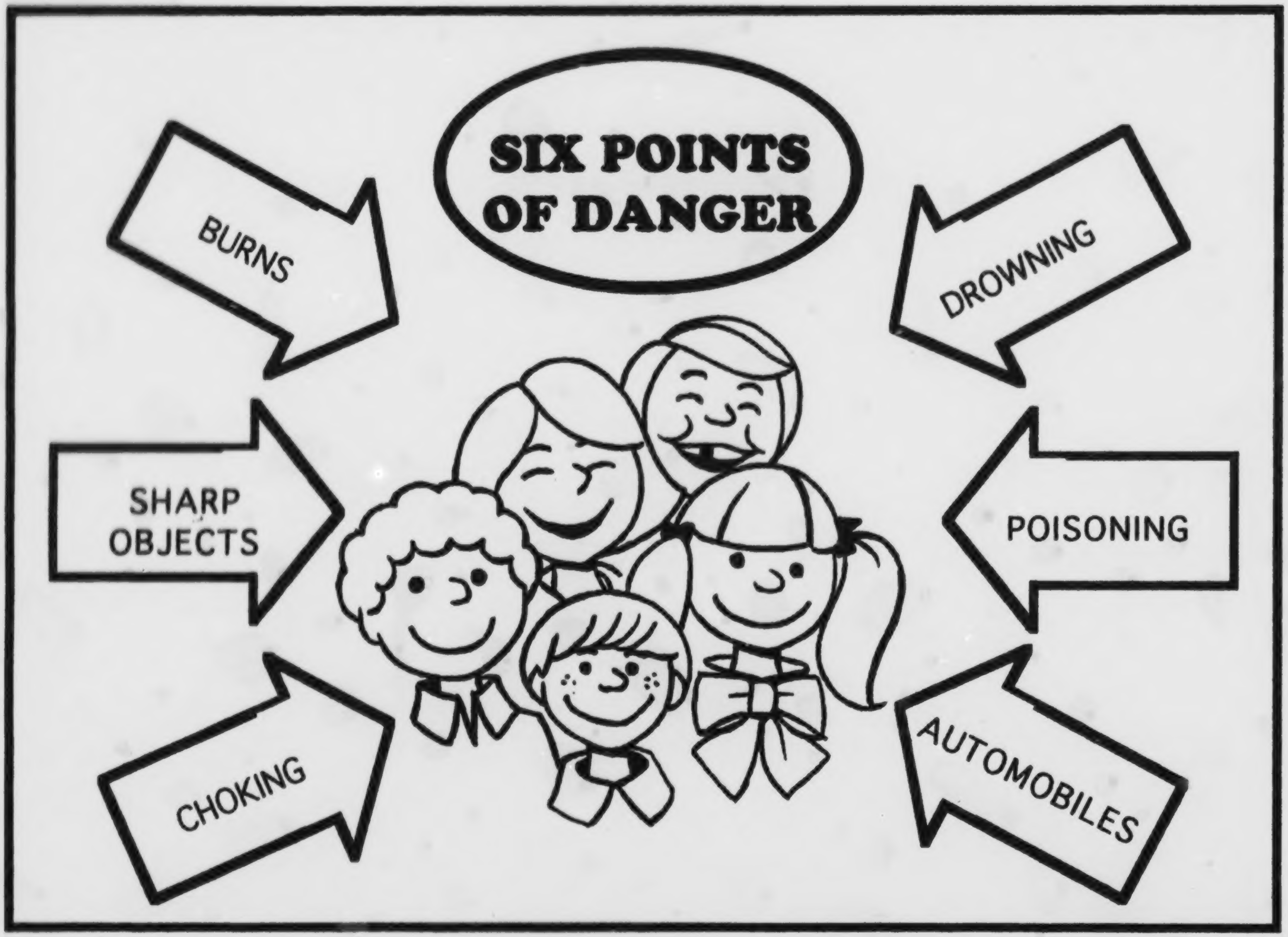
1. ____
2. ____
3. ____
4. ____
5. ____
6. ____
7. ____
8. ____
9. ____
10. ____

SIX POINTS OF DANGER

Fill in the six points of danger in the arrows provided in the diagram. Try to memorize these six points to use as a guide to prevent accidents when caring for small children.



This student activity guide could be included in your "Independent Ideas" Handbook.



SIX POINTS OF DANGER
BURNS
DROWNING
SHARP OBJECTS
POISONING
CHOKING
AUTOMOBILES

SIX POINTS OF DANGER

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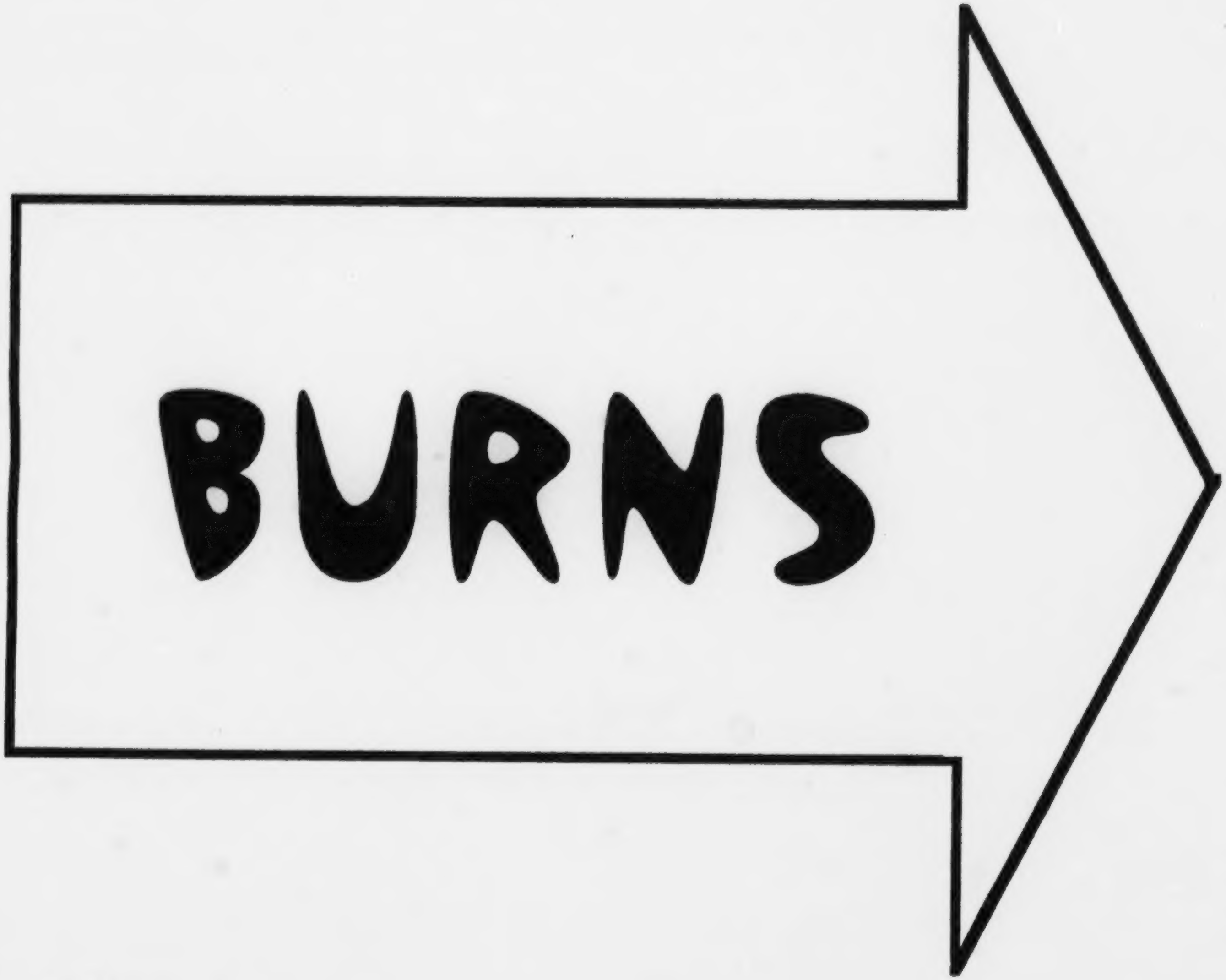
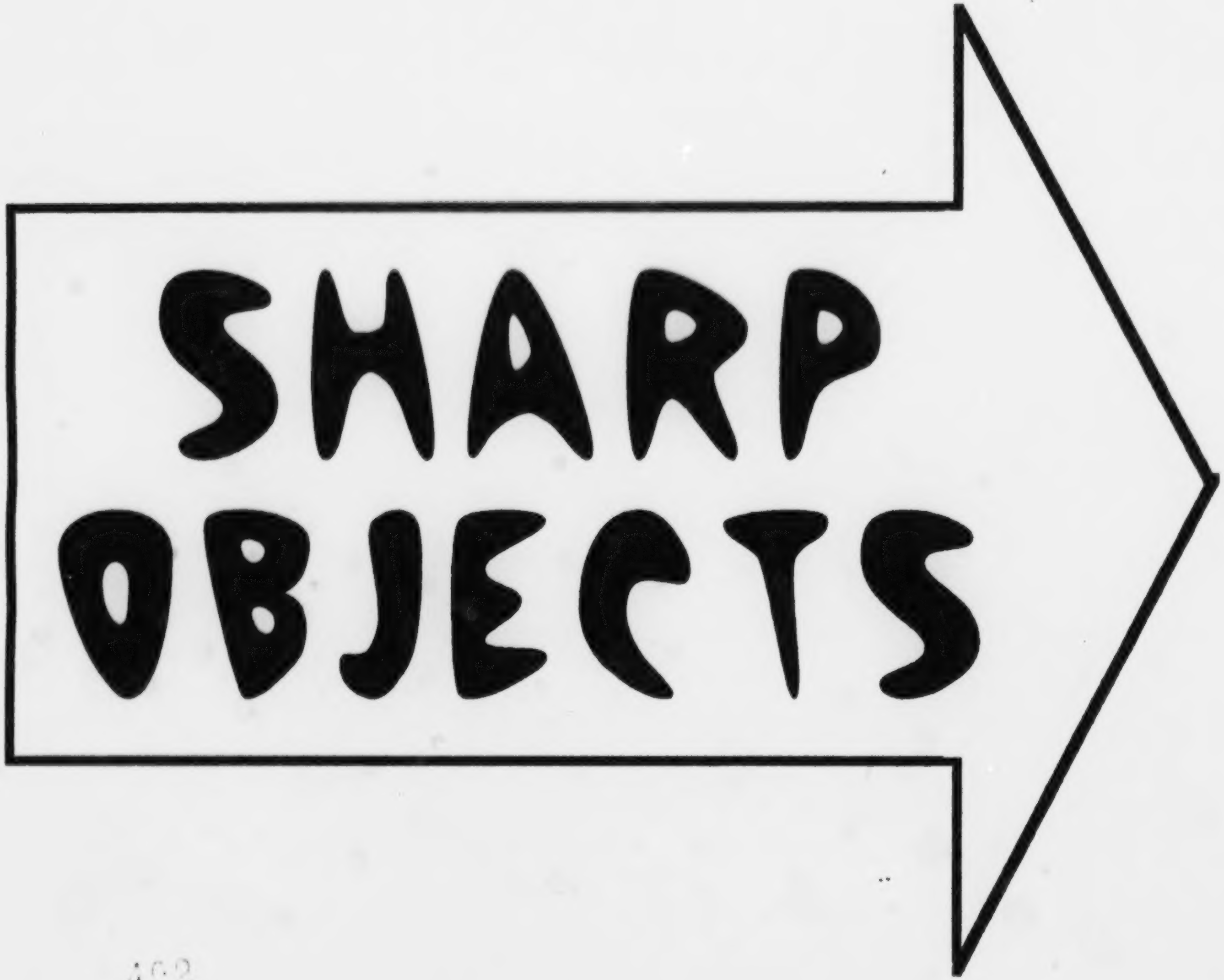
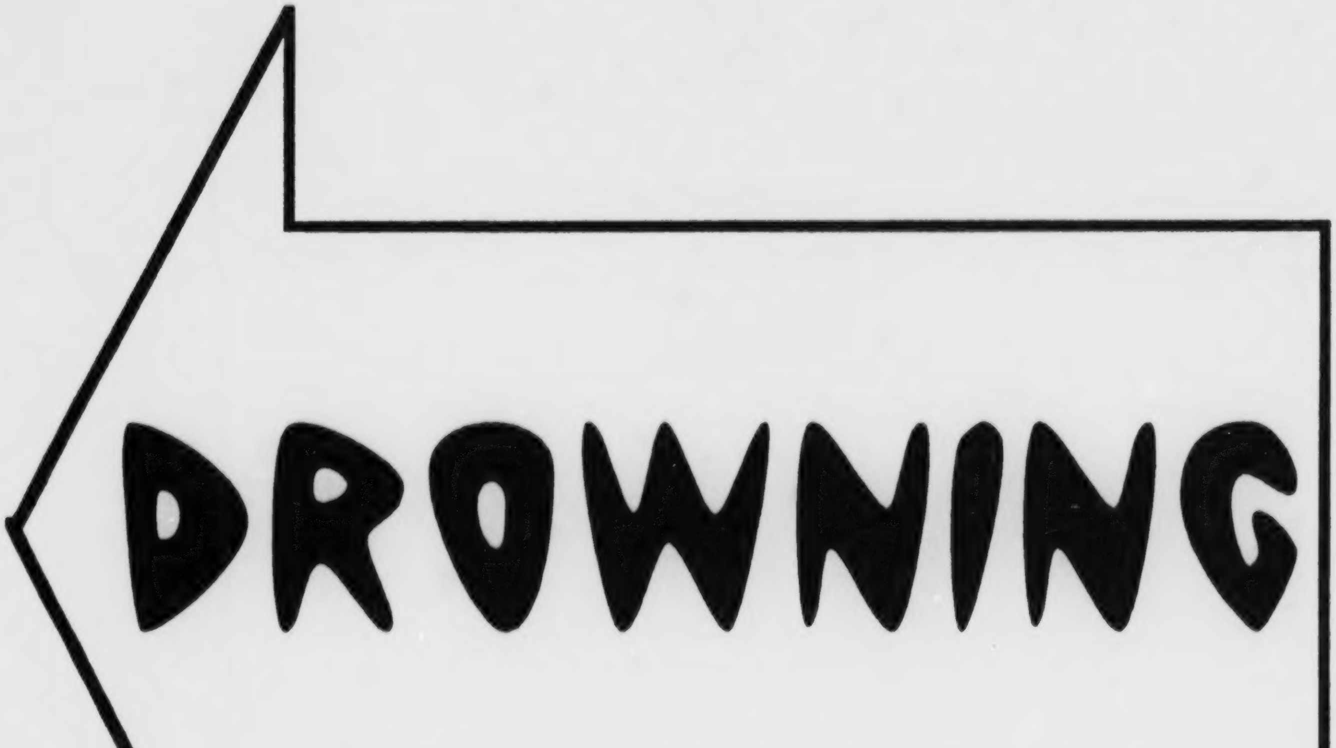
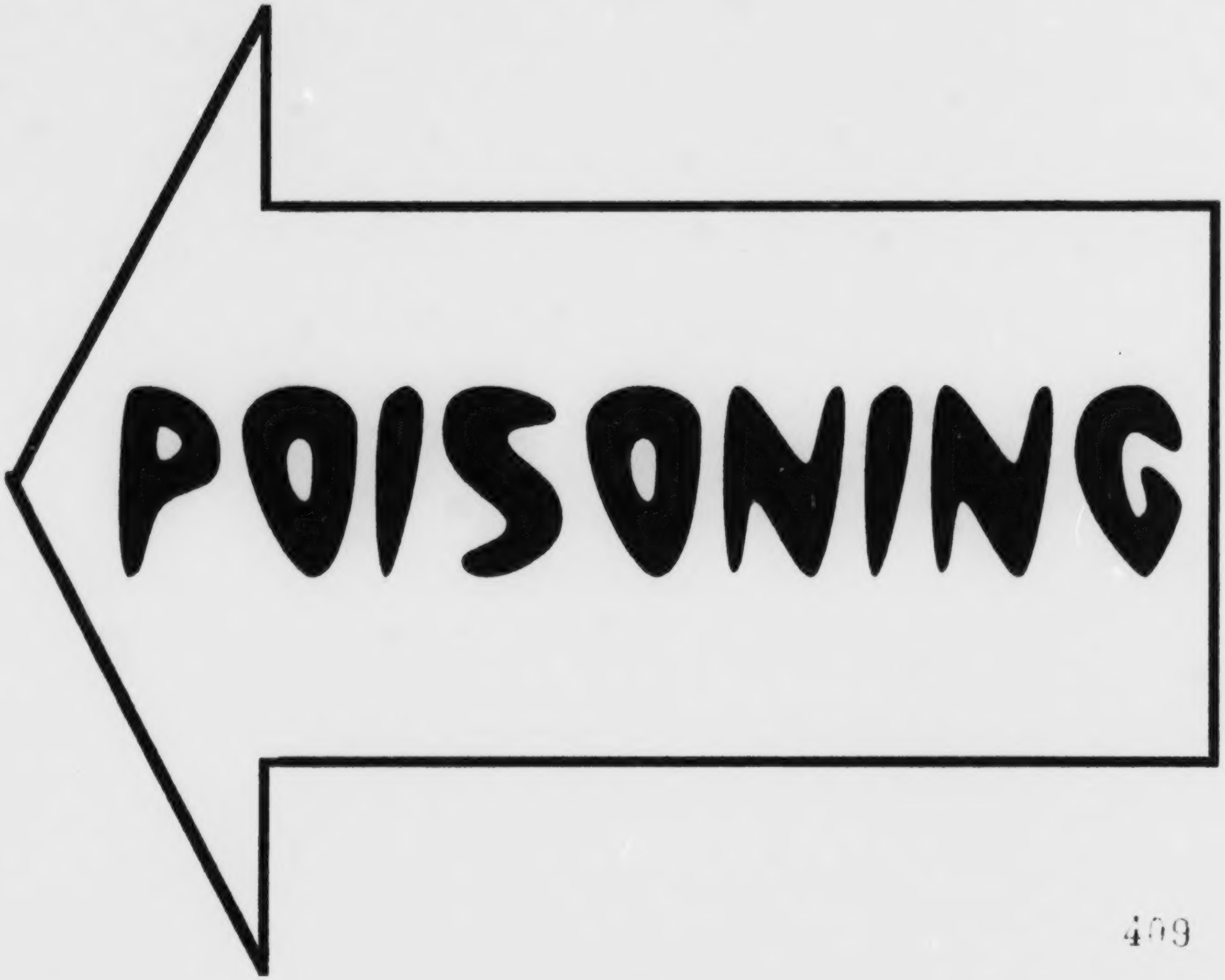
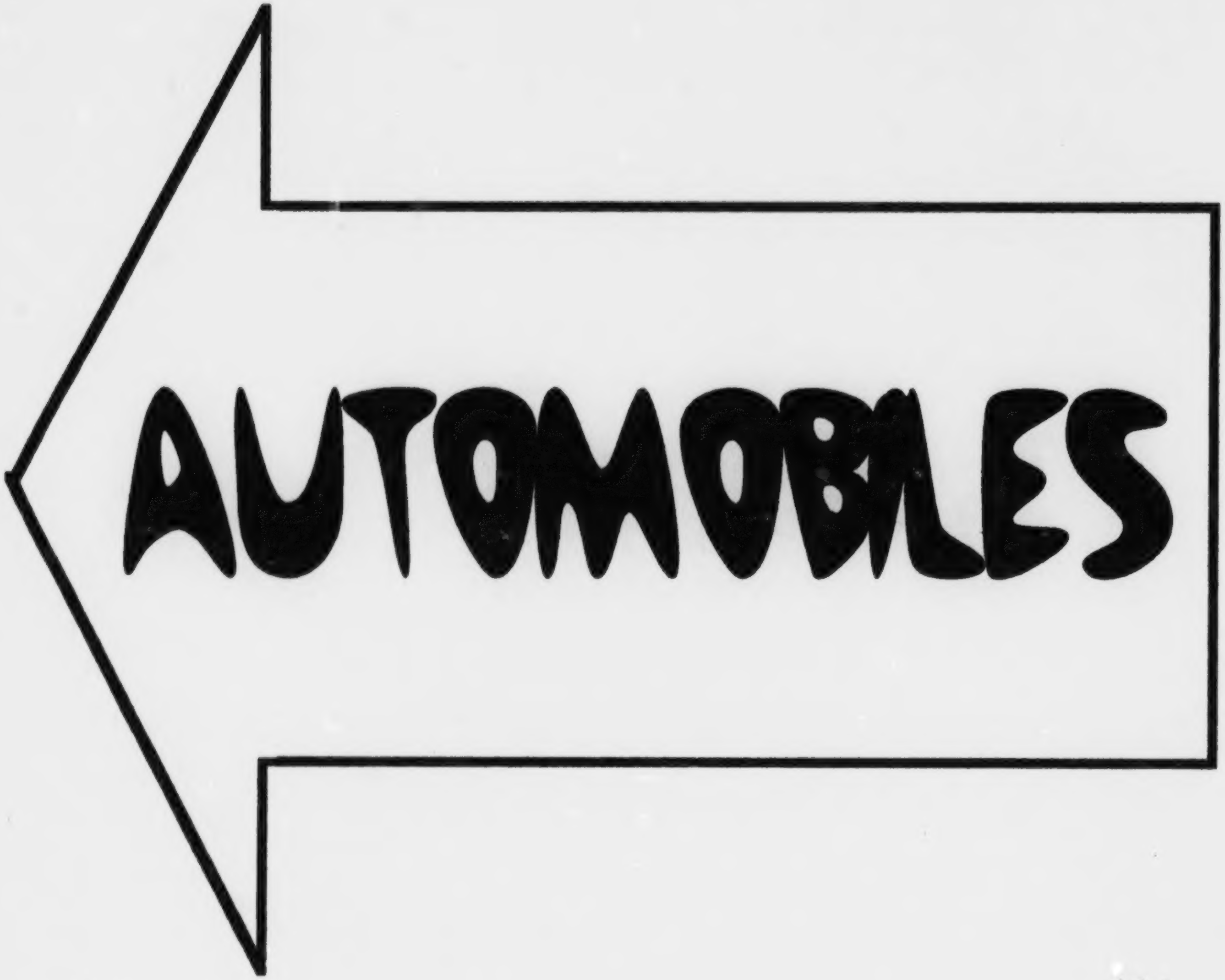

BURNS


SHARP
OBJECTS

CHOKING


DROWNING


POISONING


AUTOMOBILES

CHILD CARE SAFETY CASE STUDY NO. 1

You are in the bathroom getting ready for school. Someone knocks on the door and asks you to plug in the curling iron so it will be ready to use. You plug it in and it is getting hot. The phone rings and rings and no one is answering it. You dash out to answer the phone. Your 4-year-old brother picks up the hot end of the curling iron and burns the inside of his hand.

A. Identify the problem.

B. Brainstorm possible solutions. (What are your choices?)

C. Explore and evaluate possible solutions.

D. Make a decision.

E. Look back and evaluate.

F. How could you have prevented this accident?

G. What should be done for your brother's burn?

CHILD CARE SAFETY CASE STUDY NO. 2

You are tending Jamie, age 5; Jenny, age 3; and Joshua, age 1. You are changing Joshua's diaper on the bed when you hear Jamie screaming. You can see her out of the bedroom window and her chin is covered with blood.

A. Identify the problem.

B. Brainstorm possible solutions. (What are your choices?)

C. Explore and evaluate possible solutions.

D. Make a decision.

E. Look back and evaluate.

F. How could you have prevented this accident?

G. What should be done about Jamie's chin?

CHILD CARE SAFETY CASE STUDY NO. 3

You have gone to answer the door while Steven, age 18 months, is eating his lunch. You didn't take time to fasten the safety belt on the highchair. While you are talking to the person at the door, you hear a crash. As you enter the kitchen, you see that Steven slid out of the highchair and bumped his teeth on the edge of the table. One tooth is loose and bleeding.

A. Identify the problem.

B. Brainstorm possible solutions. (What are your choices?)

C. Explore and evaluate possible solutions.

D. Make a decision.

E. Look back and evaluate.

F. How could you have prevented this accident?

G. What should be done for Steven's mouth?

H. What will you tell the parents when they return home?

CHILD CARE SAFETY CASE STUDY NO. 4

Sam, age 6, has known how to climb stairs for years, but while you are tending him, he slips and falls down the stairway. He is lying at the bottom of the stairs crying. He has a big bump on his head and is very pale.

A. Identify the problem.

B. Brainstorm possible solutions. (What are your choices?)

C. Explore and evaluate possible solutions.

D. Make a decision.

E. Look back and evaluate.

F. How could you have prevented this accident?

G. What should be done for Sam?

H. What will you tell the parents when they return home?

CHILD CARE SAFETY CASE STUDY NO. 5

You have been so busy playing school with Sally, age 4, and John, age 7, that you forgot all about baby Eric, age 1. He just walked back in the room chewing on something. As you try to get the object from his mouth, he swallows it and begins choking.

A. Identify the problem.

____

____

B. Brainstorm possible solutions. (What are your choices?)

____

____

C. Explore and evaluate possible solutions.

____

____

D. Make a decision.

____

____

E. Look back and evaluate.

____

____

F. How could you have prevented this accident?

____

____

G. What should be done for Eric?

____

____

H. What will you tell the parents when they return home?

____

____

Name ____________________ Period ______ Date _______________ Score ______

CHILD CARE PROVIDER QUALITIES

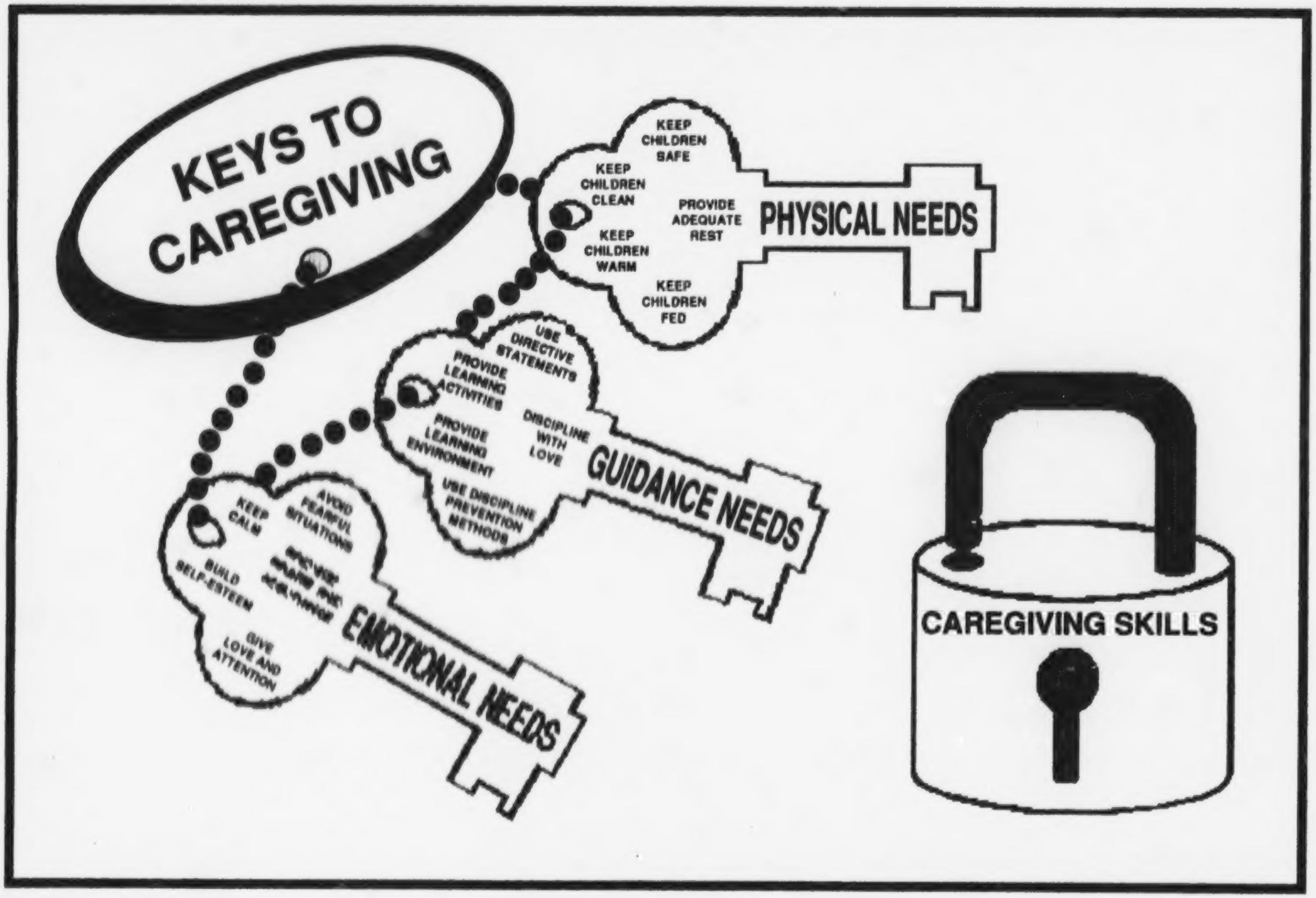
Personal qualities that are important for child care providers to have are:

1. ____
2. ____
3. ____
4. ____
5. ____
6. ____
7. ____
8. ____

IDEAS OF THINGS TO DO WITH CHILDREN

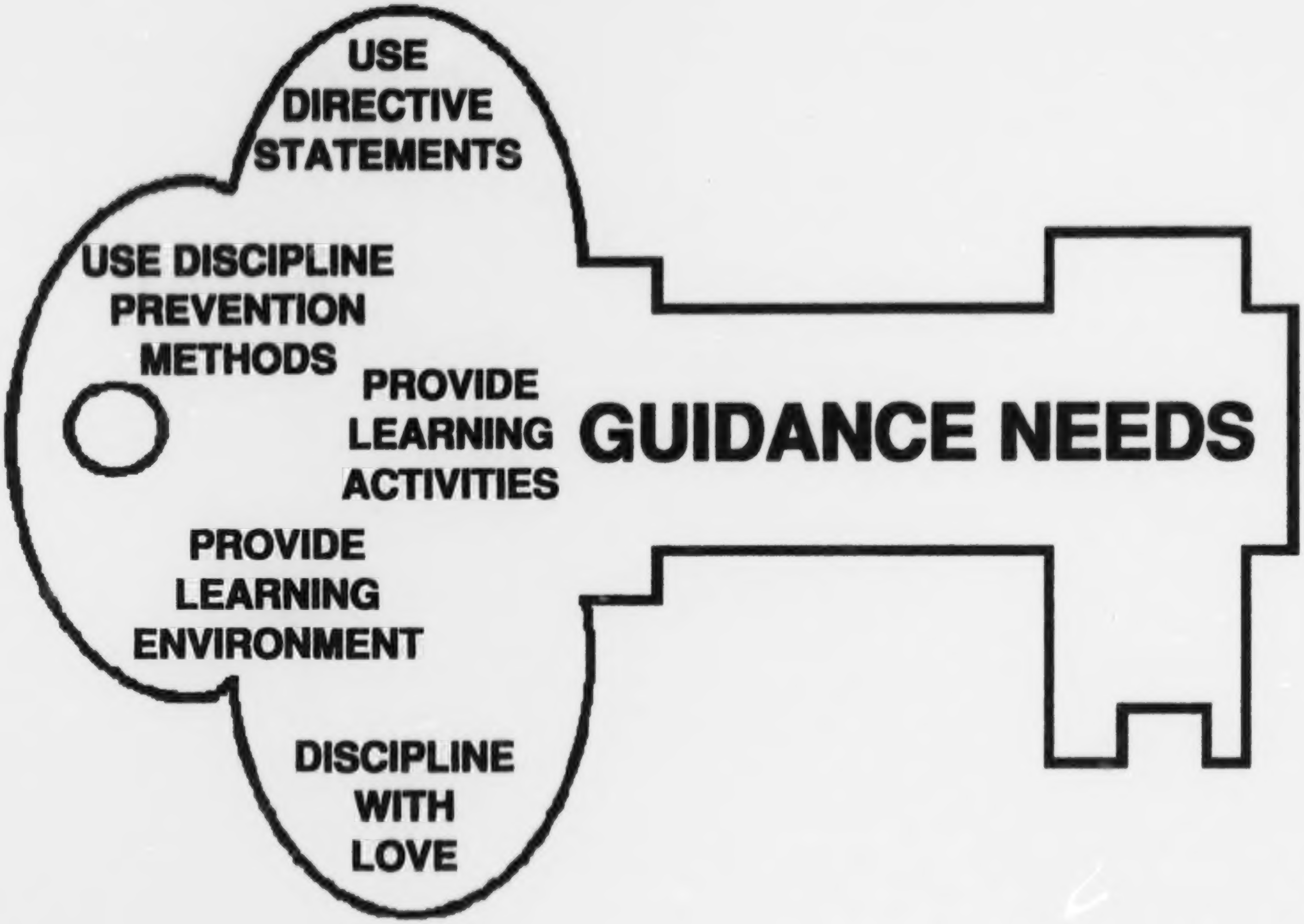
1. ____
2. ____
3. ____
4. ____
5. ____
6. ____
7. ____
8. ____

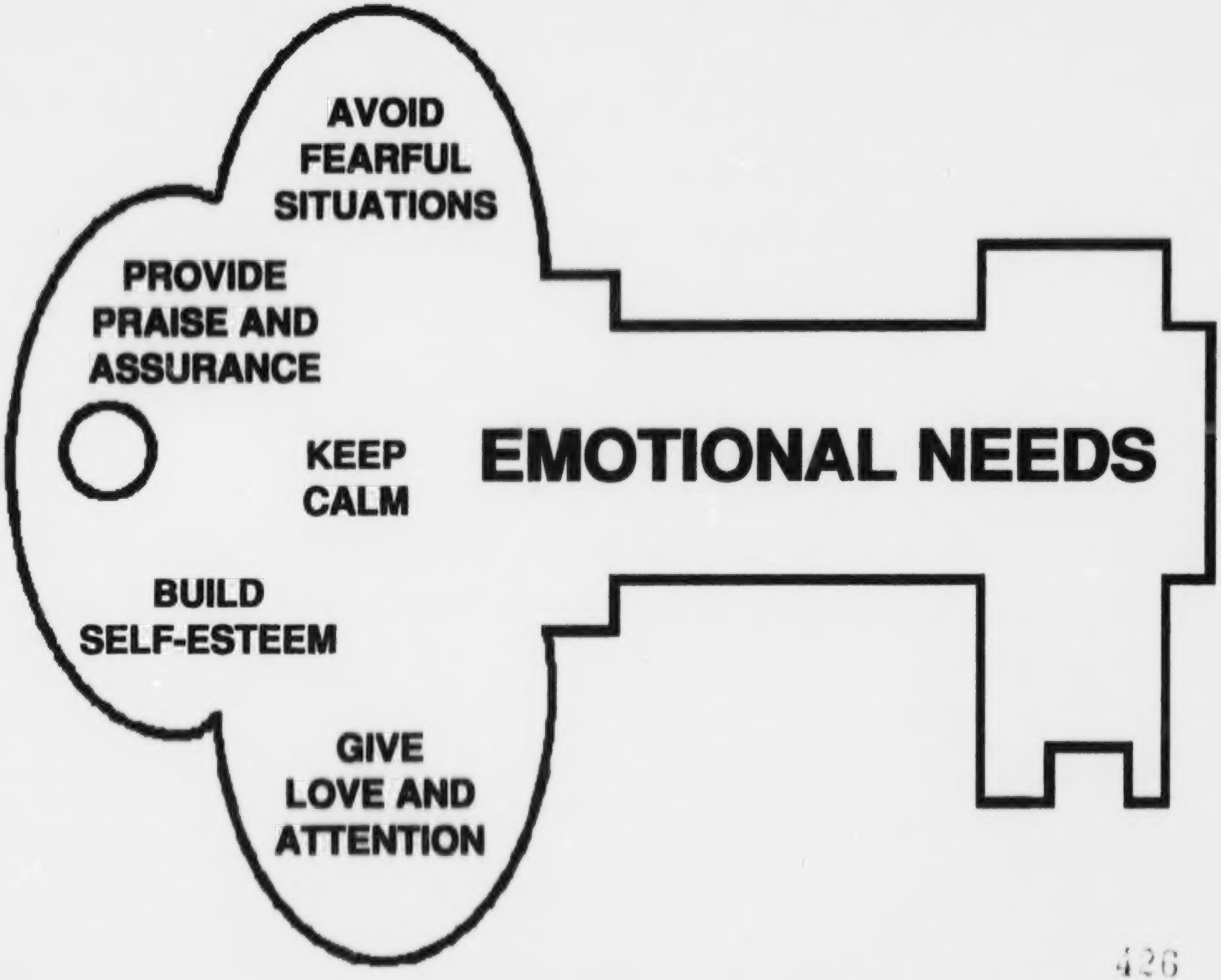
This student activity guide could be included in your "Independent Ideas" Handbook.


KEYS TO CAREGIVING
KEEP CHILDREN SAFE
KEEP CHILDREN CLEAN
PROVIDE ADEQUATE REST
KEEP CHILDREN WARM
KEEP CHILDREN FED
PHYSICAL NEEDS
USE DIRECTIVE STATEMENTS
PROVIDE LEARNING ACTIVITIES
PROVIDE LEARNING ENVIRONMENT
DISCIPLINE WITH LOVE
USE DISCIPLINE PREVENTION METHODS
GUIDANCE NEEDS
KEEP CALM
AVOID FEARFUL SITUATIONS
BUILD SELF-ESTEEN
GIVE LOVE AND ATTENTION
EMOTIONAL NEEDS
CAREGIVING SKILLS

KEYS TO CAREGIVING

CAREGIVING
SKILLS


USE DIRECTIVE STATEMENTS
USE DISCIPLINE PREVENTION METHODS
PROVIDE LEARNING ACTIVITIES
GUIDANCE NEEDS
PROVIDE LEARNING ENVIRONMENT
DISCIPLINE WITH LOVE



EMOTIONAL NEEDS

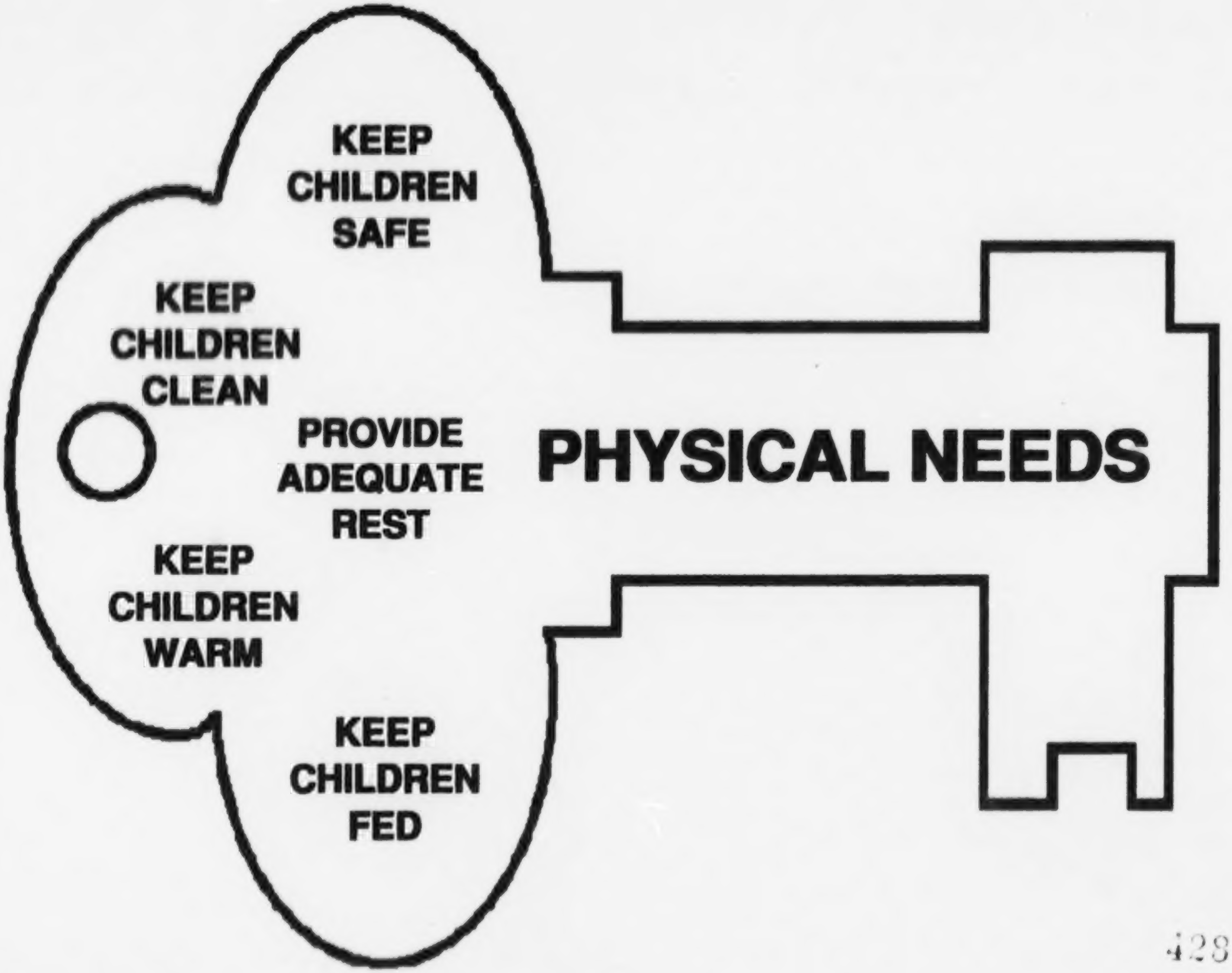
AVOID FEARFUL SITUATIONS

PROVIDE PRAISE AND ASSURANCE

KEEP CALM

BUILD SELF-ESTEEM

GIVE LOVE AND ATTENTION



KEEP CHILDREN SAFE

KEEP CHILDREN CLEAN

PROVIDE ADEQUATE REST

KEEP CHILDREN WARM

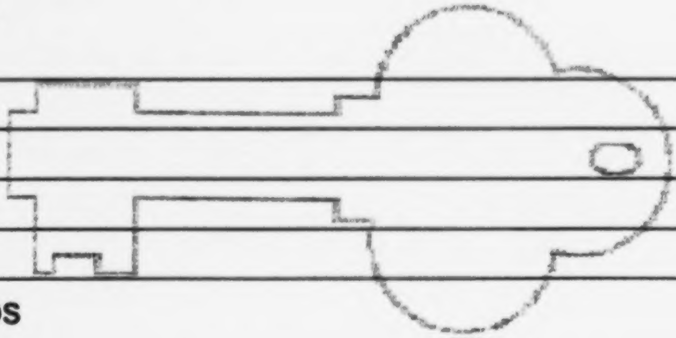
KEEP CHILDREN FED

PHYSICAL NEEDS

Name ____________________ Period _____ Date ______________ Score _____

KEYS FOR CAREGIVING

KEY #1 - PHYSICAL NEEDS



a. ____

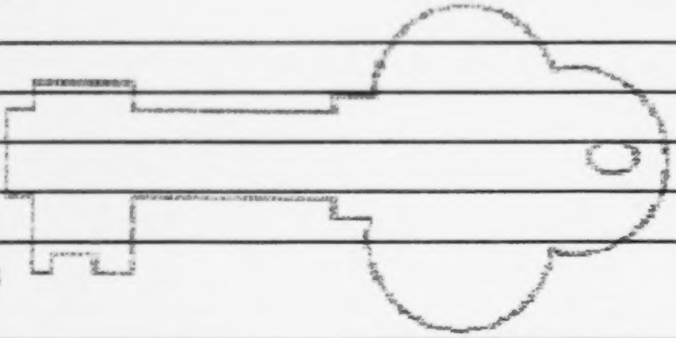
b. ____

c. ____

d. ____

e. ____

KEY #2 - EMOTIONAL NEEDS



a. ____

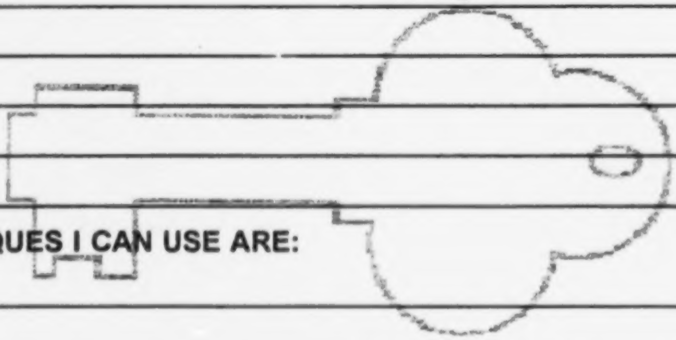
b. ____

c. ____

d. ____

e. ____

KEY #3 - GUIDANCE NEEDS



a. ____

b. ____

c. ____

d. ____

e. ____

SOME DISCIPLINE TECHNIQUES I CAN USE ARE:

1. ____
2. ____
3. ____
4. ____

TELEPHONE NUMBERS WHERE CHILD ABUSE CAN BE REPORTED:

1. ____________________ 2. ____________________

This student activity guide can be included in your "Independent Ideas" Handbook.

WHY BEHAVIORS DIFFER

People often say that some children behave like little "stinkers" and others are just "little dolls." It will make your job easier as a caregiver if you know something about what makes children behave the way they do. It helps you to remember why Tommy is pleasant and friendly at three years of age, yet difficult to understand and rude at six years of age. However, it is important to keep in mind that this list is only average behaviors.

INFANCY

2-3 Months
1. He/she is wrapped up in him/herself.
2. Listens to what goes on inside of him/herself.
3. Starts to move and hold his/her head.
4. Recognizes human faces and responds to them.
5. Smiles in the second month.
6. Pays no attention to strangers and is not afraid of them.
7. Has tears when crying.
8. Sucks fingers.

4 Months
1. Reaches for and grasps object held in front of him/her.
2. Holds head steadily erect. May roll from stomach to back.
3. Squeals, grunts, laughs aloud.
4. Plays with hands.

5 Months
1. Afraid of strangers.
2. Starts to move body enough to roll over.
3. Holds object with two hands and looks at it now and then.
4. Recognizes familiar voices, some objects, and persons.

6 Months
1. Prefers to sit, with support.
2. Rolls over from either side.
3. Plays actively with rattle.
4. Smiles at reflection in mirror.
5. Responds to facial expressions.

WHY BEHAVIORS DIFFER - PAGE 2

7 - 8 Months

1. Sits alone.
2. Can put foot in mouth.
3. Lifts head when lying on back.
4. Transfers objects from hand to hand.
5. Uses few syllables, such as da-da, ma-ma.
6. Expresses recognition and strangeness.

9 - 10 Months

1. Uses thumb and finger like pinchers to pick up objects.
2. Starts to creep.
3. May rise to sitting position without help.
4. Attempts to stand with support. Holds bottle.
5. Feeds self a cracker.
6. Says "da-da" or "ma-ma."
7. Waves bye-bye, patti-cakes.
8. Understands "no."
9. May play "peek-a-boo."

ONE YEAR

1. Uses "no" a lot; everything negative.
2. Wants to explore.
3. Can be distracted easily.
4. Gets more dependent, but at the same time, has a need to be independent.
5. Enjoys exploring the outside (don't keep him/her in the playpen too long).
6. Needs to be around people because suspicious of strangers.
7. Because he/she is a wandering baby, things need to be kept out of his/her reach.
8. Will drop and throw things.
9. Naps will change.
10. Give a variety of food.
11. Feeding problems may occur at this time.
12. Learns to manage a spoon.

TWO YEARS

1. Is affectionate, shy, tearful at times.
2. He/she wants to help.
3. He/she likes to be with other children.

WHY BEHAVIORS DIFFER - PAGE 3

4. He/she is very possessive and proud of his/her own belongings.
5. He/she likes games in which he/she is chased and enjoys hide and seek.
6. He/she does not fall asleep until eight o'clock or sometimes nine.
7. Often finicky about eating, expressing definite preferences or dislikes for certain foods.
8. Likes to eat just one food at a time.
9. Particularly afraid of being separated from his mother.
10. Gets into things and pulls them out of drawers and closets.
11. Requires a sitter's constant attention.

TWO AND A HALF YEARS

1. His/her appetite may fluctuate between very poor and very good.
2. Does not like to take a nap.
3. Uses excuses not to sleep.
4. Stormy times of tantrums when things go wrong.
5. Unwilling to share toys.
6. May say "I like you" one minute and the next minute say "I hate you."
7. Often refuses to obey.
8. One of the most difficult periods of development.

THREE YEARS

1. Approaches an easier stage.
2. Generally a happy person.
3. Appetite has become more stable.
4. Anxious to please and do the approved thing.
5. Still dislikes going to bed.
6. Is beginning to share.
7. Wants same stories read over and over.
8. Responds to direction and reason and will change his/her mind.

FOUR YEARS

1. Is full of energy and is lively as a cricket.
2. Talks a lot and runs, jumps, and hops about continuously.
3. Likes to show off and boasts and brags.
4. Tells fantastic stories.
5. May be jealous and quarrelsome.
6. Tries to be helpful but is not dependable.
7. Has many fears.

UTAH STATE LAWS ON CHILD ABUSE REPORTING

62A-4-503. REPORTING REQUIREMENTS.

(1) Whenever any person including, but not limited to, persons licensed under the Medical Practice Act of the Nurse Practice Act, has reason to believe that a child has been subjected to incest, molestation, sexual exploitation, sexual abuse, physical abuse, or neglect, or who observes a child being subjected to conditions or circumstances which would reasonably result in sexual abuse, physical abuse, or neglect, he {she} shall immediately notify the nearest peace officer, law enforcement agency, or office of the division {social services}. If an initial report of abuse or neglect is made to the division and the abuse or neglect has caused serious injury, the division shall immediately notify the local law enforcement agency.

(2) The notification requirements of Subsection (1) do not apply to a clergy or priest, without the consent of the person making the confession, with regard to any confession made to him in his professional character in the course of discipline enjoined by the church to which he belongs, if:
(a) the confession was made directly to the clergyman or priest by the perpetrator; and
(b) the clergy or priest is, under canon law or church doctrine or practice, bound to maintain the confidentiality of that confession.

(3) If a clergyman or priest receives information about abuse or neglect from any source other than confession of the perpetrator, he is required to give notification on the basis of that information even though he may have also received a report of abuse or neglect from the confession of the perpetrator. Exemption of notification requirements for a clergyman or priest does not exempt a clergyman or priest from any other efforts required by law to prevent further abuse or neglect by the perpetrator.
Effective date: January 19, 1988.

62A-4-511. FAILURE TO REPORT--CRIMINAL PENALTY.

Any person, official, or institution required to report a case of suspected child abuse, neglect, fetal alcohol syndrome, or fetal drug dependency, who willfully fails to do so is guilty of a class B misdemeanor.
Effective date: January 19, 1988.

WELCOME ACTIVITY
STUDENT DIRECTIONS

SUPPLIES NEEDED:
- Copies of pages 8.51-8.53, cut and assembled for children
- Construction paper for covers
- Yarn for tying together
- Crayons or markers

DIRECTIONS:

STEP 1: Get your supplies from the teacher.

STEP 2: Copy pages 8.51-8.53 for the number of children expected.

STEP 3: Cut the pages in half and assemble in order.

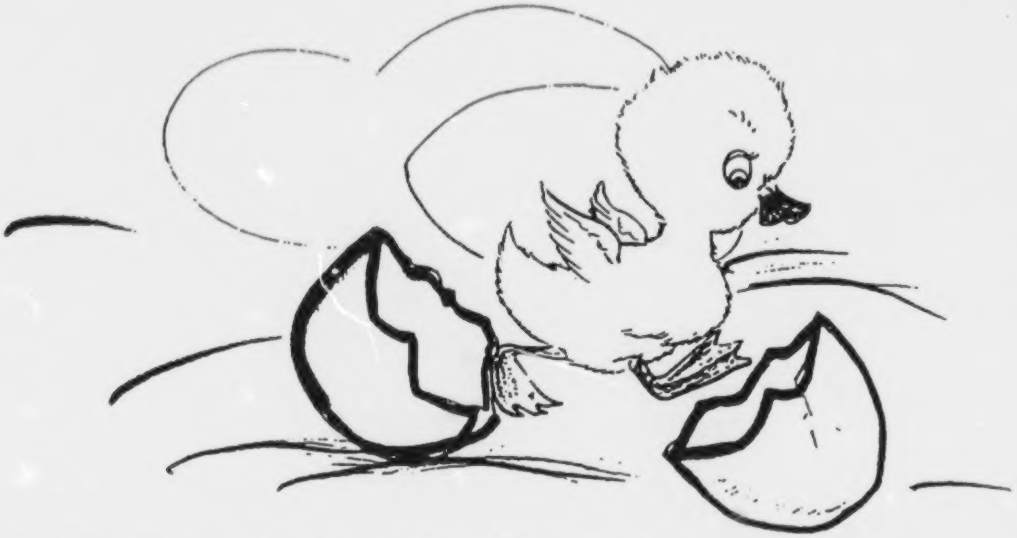
STEP 4: Place between a sheet of construction paper folded in half.

STEP 5: Punch holes in booklet for yarn.

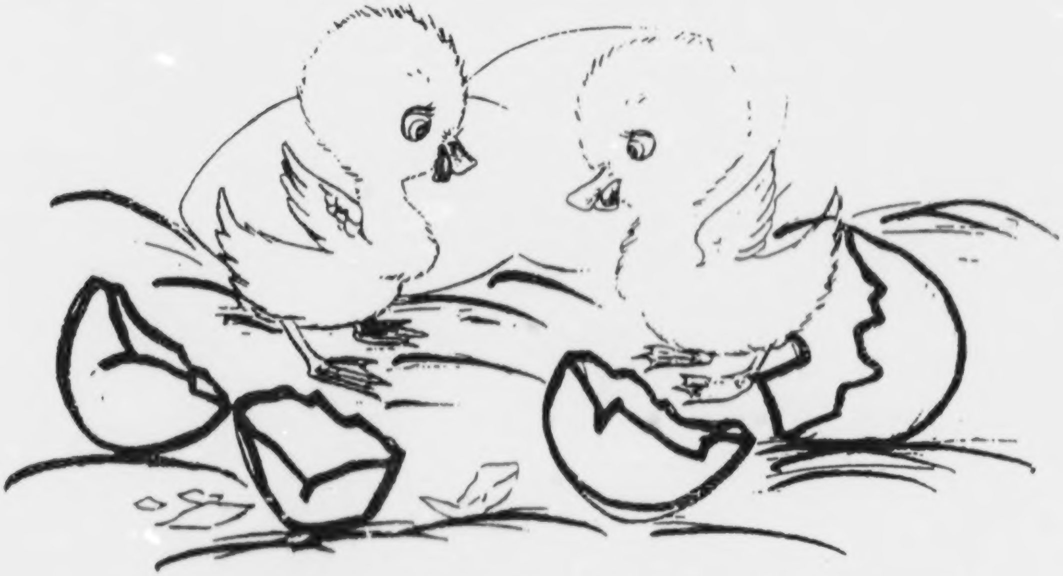
STEP 6: Tie yarn through holes.

STEP 7: Clean up your work area and return supplies as appropriate.

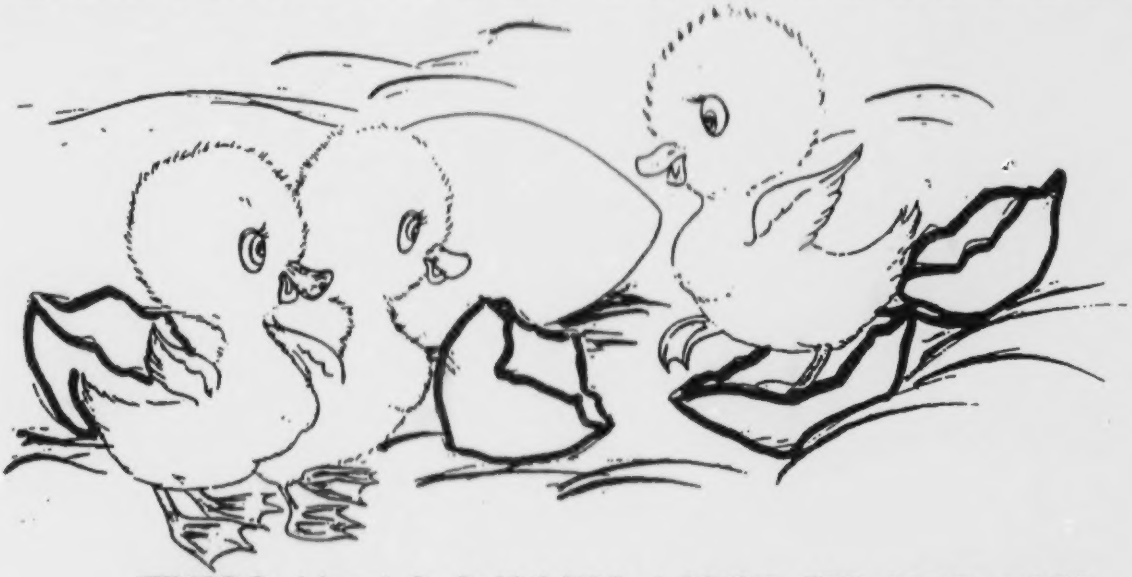
STEP 8: Give booklets to children as they arrive at preschool. This gives them something to do and color and gets them involved immediately.



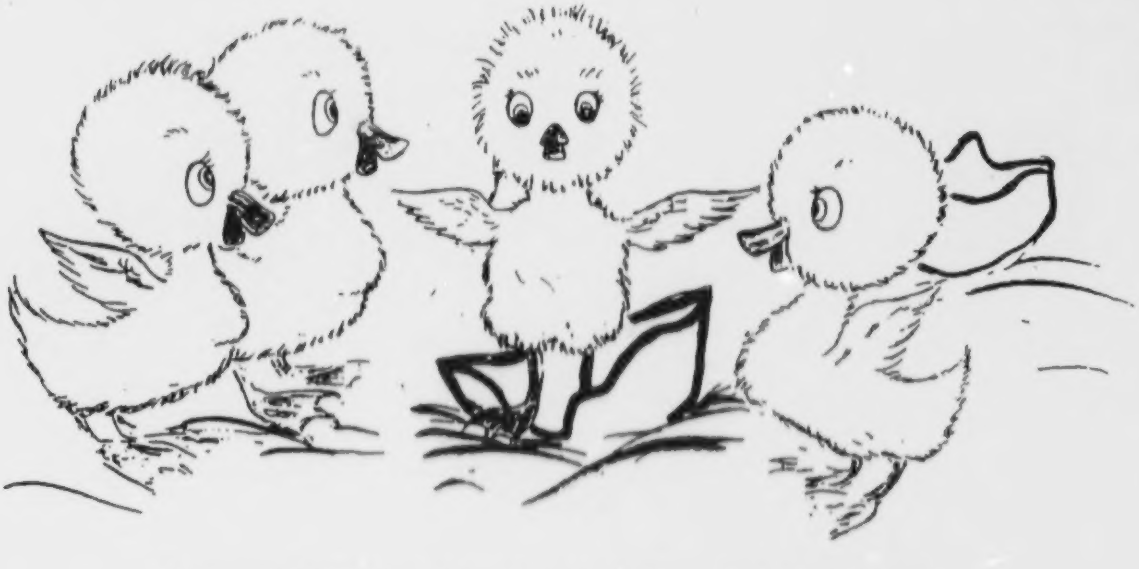
ONE LITTLE DUCKLIN, JUST HATCHED OUT FOR YOU,
HAD A LITTLE SISTER; NOW THERE ARE TWO.



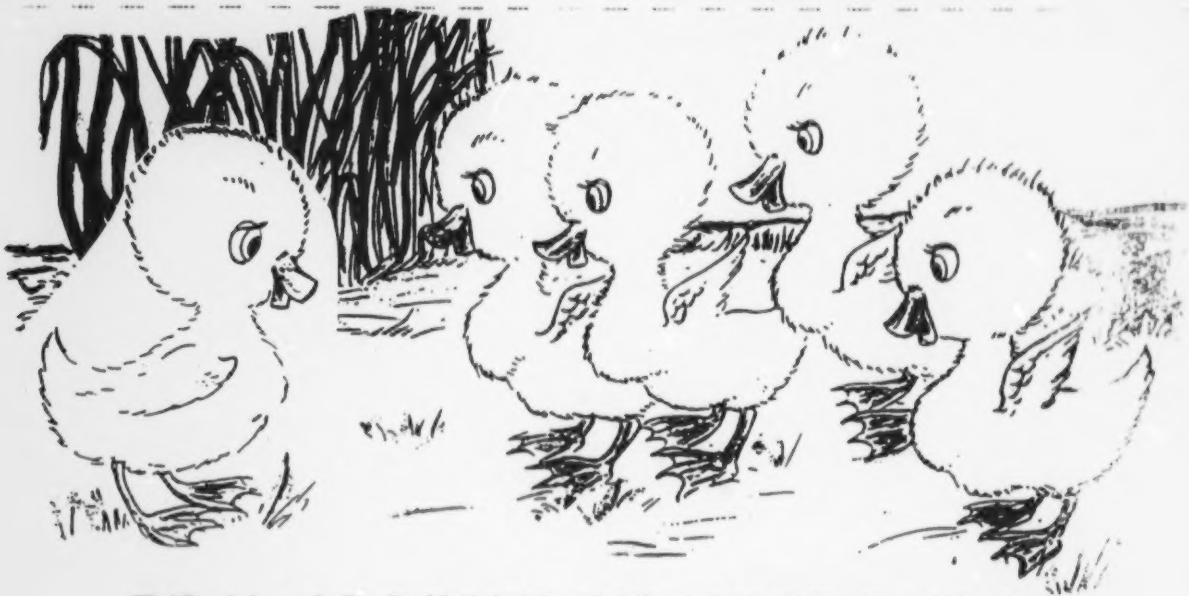
TWO LITTLE DUCKLINGS, YELLOW AS CAN BE,
MEET ALITTLE BROTHER; NOW THERE ARE THREE.



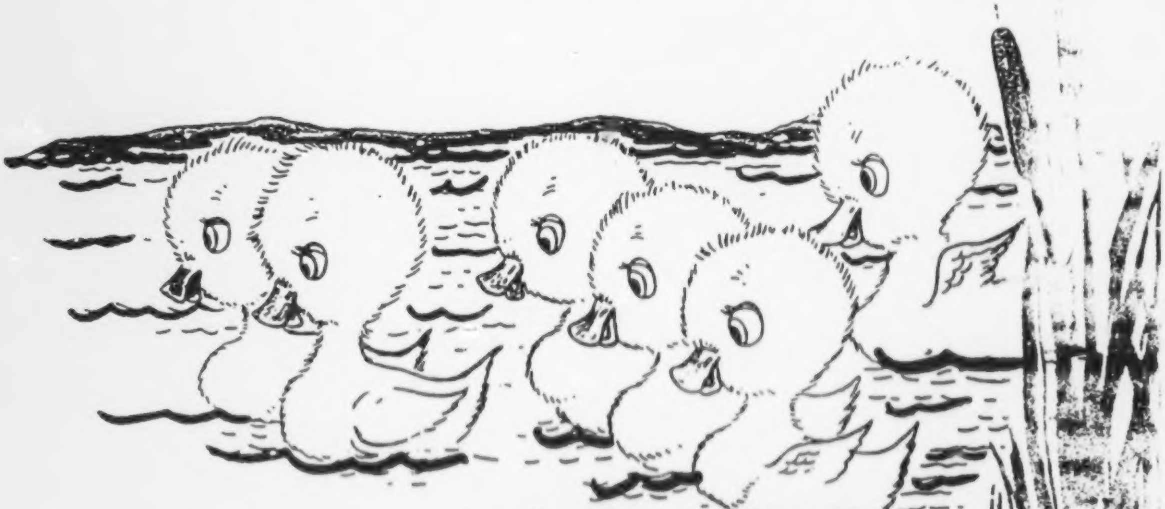
THREE LITTLE DUCKLINGS, LOOKING FOR SOME MORE,
OUT HATCHED ANOTHER; AND NOW THERE ARE FOUR.



FOUR BABY DUCKLINGS, GLAD TO BE ALIVE,
MEET ANOTHER BROTHER; AND NOW THERE ARE FIVE..



FIVE LITTLE DUCKLINGS ARE WALKING IN THE STICKS.
UP COMES ANOTHER BIRD; AND NOW THERE ARE SIX.



SIX FUZZY DUCKLINGS FULL OF PEP AND VIM.
GO TO THE WATER, AND LEARN HOW TO SWIM.

FLANNEL/MAGNET BOARD STORIES
STUDENT DIRECTIONS

SUPPLIES NEEDED:
- Pictures and patterns for flannel board characters (pages 8.57-8.61) (or students can make their own)
- Art cloth or heavy pellon
- Felt-tip markers or crayons
- Scissors
- Flannel board
- Paper and pencils

DIRECTIONS:

STEP 1: Get your supplies and a flannel board from your teacher.

STEP 2: Look at the pictures found on the following pages. Select five pictures you would like to use in your story.

STEP 3: Using a marker, trace onto the pellon the characters you have selected. (Place the pictures close together so you don't waste the pellon.) Be sure to outline the characters with a dark color.

STEP 4: Using the crayons, color the characters. REMEMBER: Children like brightly colored objects, so use bright colors.

STEP 5: Cut out the characters.

STEP 6: Clean up your work area and return the supplies (or supply kit) to your teacher.

STEP 7: Using your imagination, write a simple story that uses the characters you have
just made. Some guidelines for your simple story are:
- Keep the story short.
- Use sentences that repeat because children like to hear the same thing over and over.
- Make your story fun.
- Use all the characters that you have made.
- Don't have any violence in the story.

When a person tells stories to children, he/she should:
- Consider the age level of the children
- Talk clearly and slowly
- Use a flannel board or pictures
- Be dramatic

STEP 8: Share your story with the other members of your group.

STEP 9: As a group, select the story to be told in class when the children are present.

STEP 10: Put your flannel board story away.

TIPS FOR STORYTELLING

1. Study the story by reading it over and over. Practice it in front of a mirror, varying your voice and enjoying the story. Do NOT try to tell a story you dislike or do not know well.

2. Find a place to tell the story to the children which is quiet, comfortable, and isolated. It might be under a big tree, in the shade of the building, in a grassy area, or in a corner.

3. If you feel self-conscious, here are some techniques to add help to get the children's attention and hold it:

   - With a stick or wand, draw a circle around the group and sit in the magic ring.

   - Bring a brightly colored, long ribbon and have everyone hold onto the "Magic Ribbon."

   - Wear a special hat, putting it on only when the story starts.

   - Consult a "Magic Mirror" to ask what story to tell.

   - Use a doll, hand puppet, or stuffed animal and pretend that it is telling the story.

   - Do not be afraid to pause or whisper or yell if the story demands it.

   - Seat the group so their backs are toward any distractions and/or late joiners.

   - If sudden distractions come up, have the children close their eyes for a few moments during the story.

   - Try variations, such as felt cutouts, flannel boards, or sketching with chalk or crayons on a large piece of paper as the story goes on.

WHAT MAKES A STORY GOOD TO TELL

First of all,

- the story should have a good plot with something of interest to resolve.
- The characters must be true to what they are supposed to be.
- The background must be authentic—in place, in time, in this world or out of it.
- The mood (atmosphere) of the story must be just right to make the story come alive.
- The style of the writing, both the words chosen and they way they are put together in sentences and paragraphs, must be appropriate to the nature of the story.

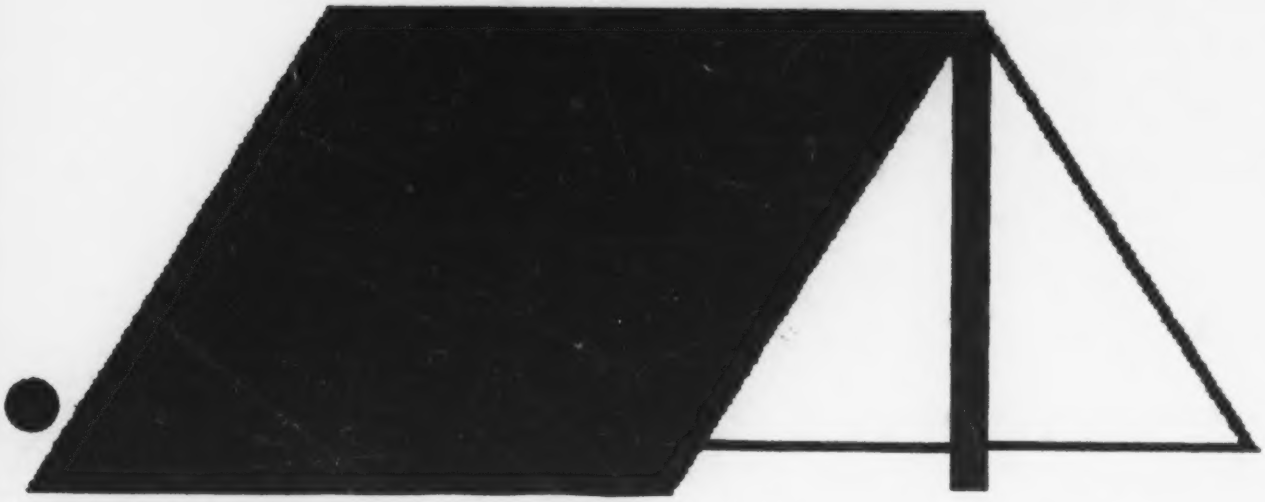
If all of these factors, plot, characters, setting, mood, atmosphere, and appropriate literary style combine harmoniously for the readers, this is a worthwhile story.

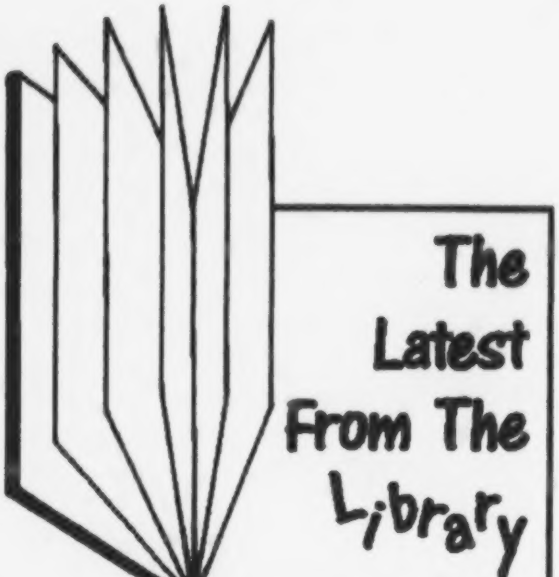
Younger children's reponses are largely motor. They may respond to the story with moving hands and heads. They love repetition; they love a recurring refrain and word pattern and may say it with you as it recurs. The young child is interested in himself, his movements, and everything around him that moves. So young children like stories of children like themselves, stories of animals they know or have seen, and stories of all the things that go.

HOW TO CHOOSE STORIES

Preschoolers enjoy stories:

- about things that go—trains, fire engines, boats, etc.
- about animals
- with jingles, catchy phrases, and/or rhymes
- about themselves
- about things they know—the grocery store, the farm, the neighborhood, etc.
- told in small groups for short periods of time
- with one main character
- with a lot of conversation and a change of voices

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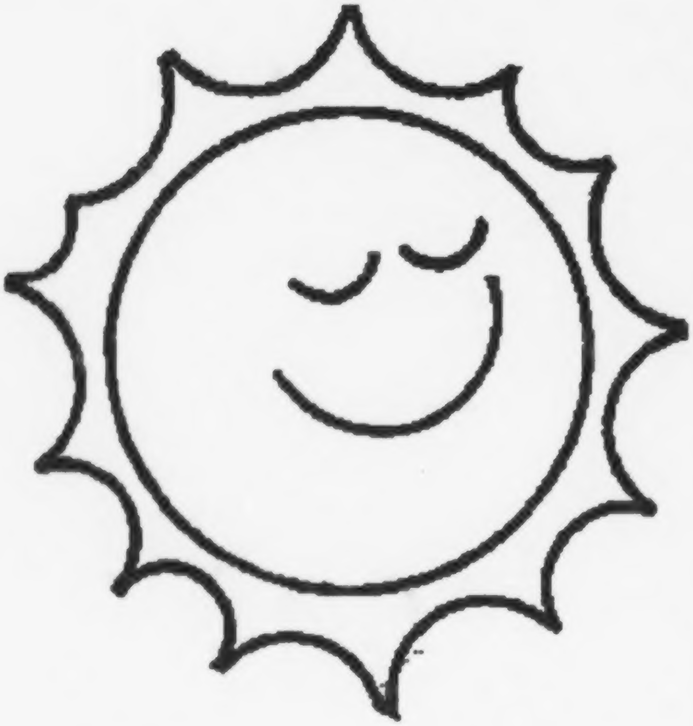

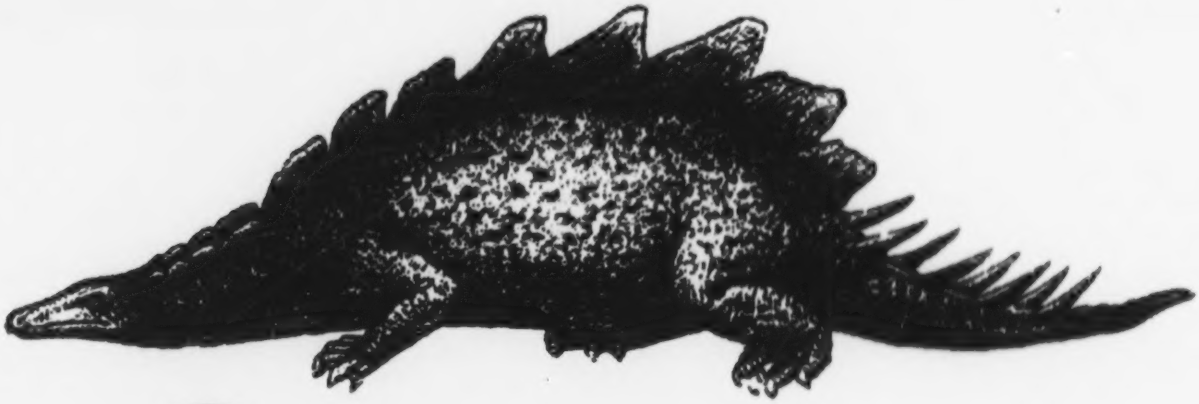

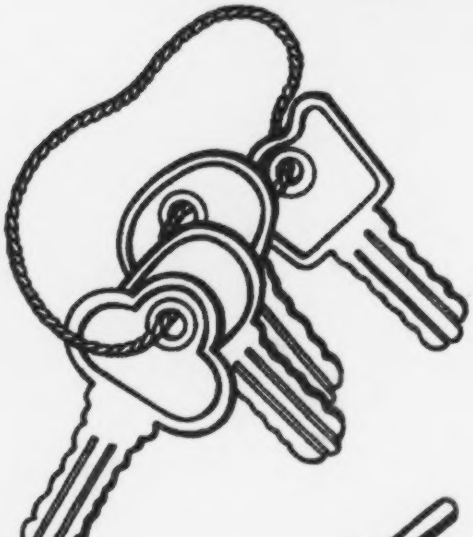

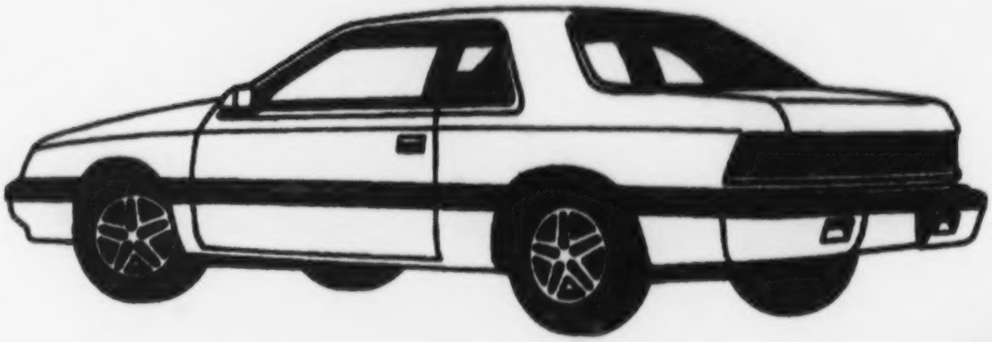

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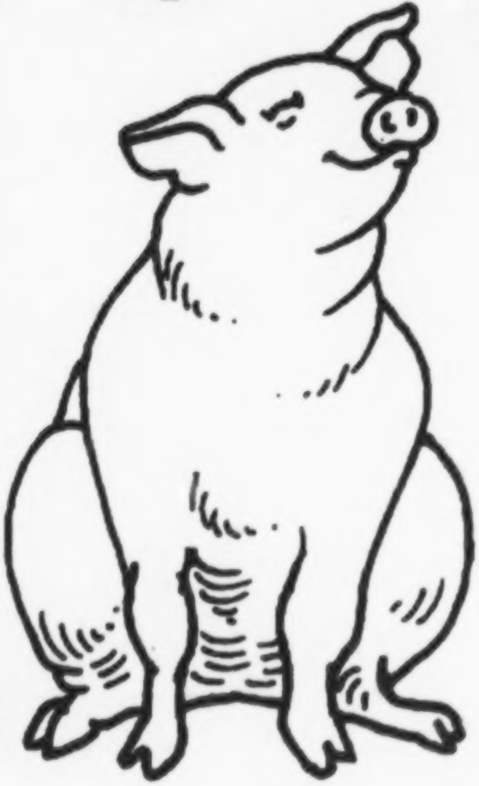


HAND PUPPETS
STUDENT DIRECTIONS

SUPPLIES NEEDED:
- Puppet patterns (pages 8.63-8.65)
- Felt and felt scraps
- Felt-tip markers
- Scissors
- Fabric glue
- Sewing machine and thread (optional)

DIRECTIONS:

STEP 1: Get the supplies from your teacher.

STEP 2: Make your puppet.

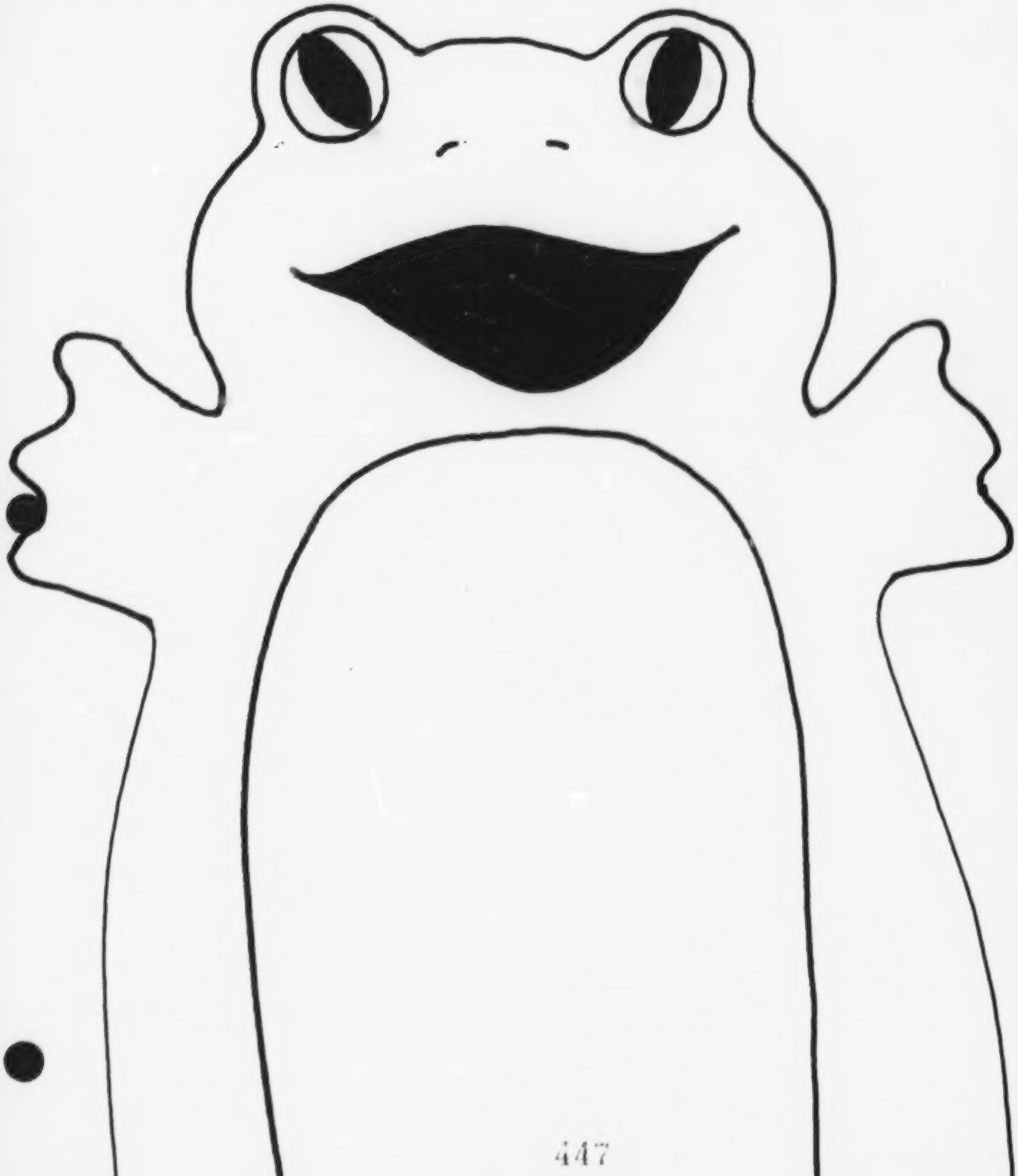
a. Select a pattern you wish to use. (Patterns need to be enlarged some.)
b. Trace the pattern onto one piece of felt.
c. Pin a second piece of felt to the back of the felt with the traced outline. (Be sure the traced outline is on the outside where you can see it.)
d. Using sharp scissors, cut out your puppet pieces.
e. Using small pieces of felt and glue, and/or markers, make a face on one puppet piece.
f. Place a line of glue around the edge of the back piece. Place the front piece (with the face) on top to form a puppet. (Sewing around the edge of your puppet with a straight stitch on the sewing machine will make your puppet hold together longer.)

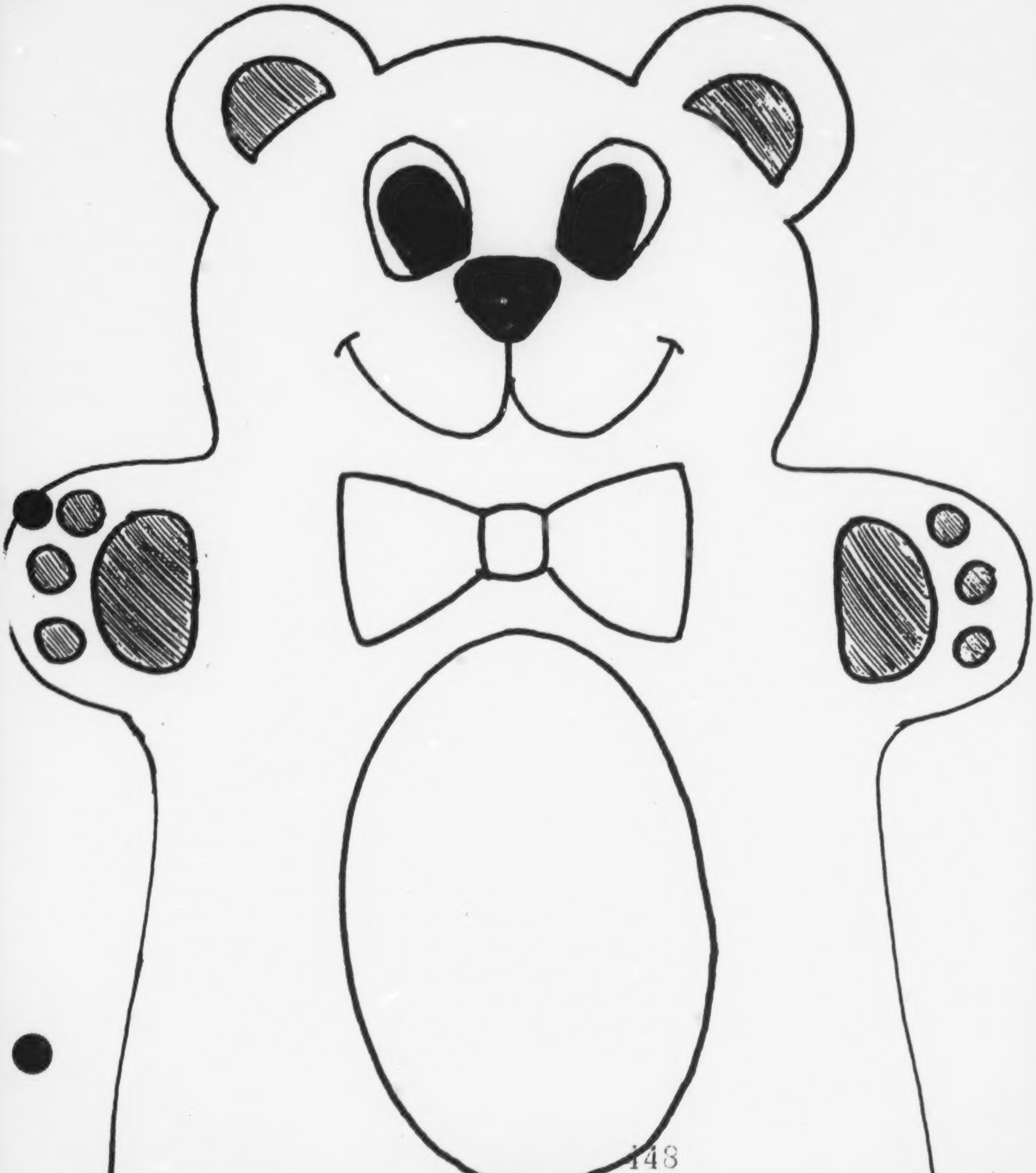
STEP 3: Clean up your work area and return the supply kit to your teacher.

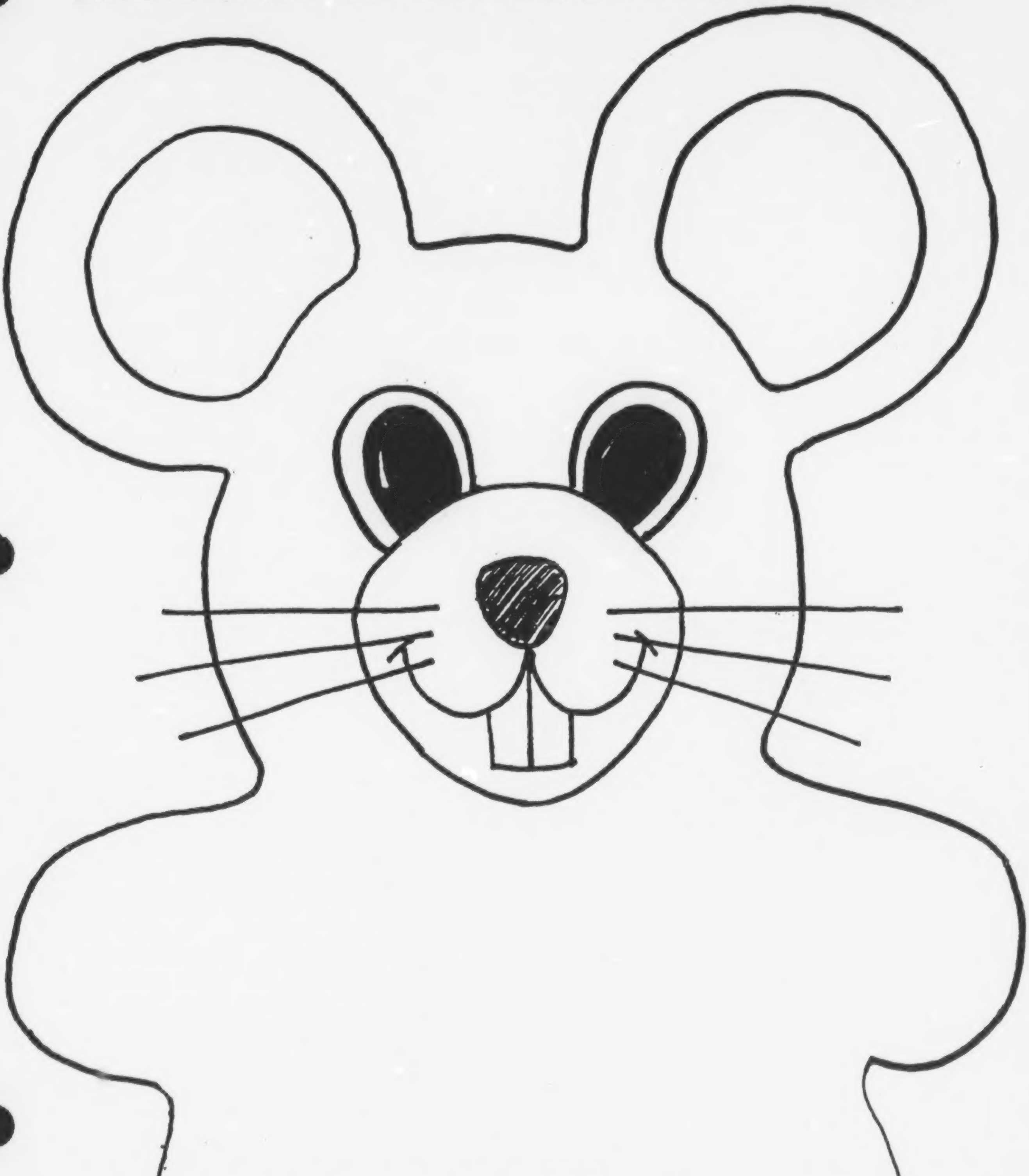
STEP 4: Using your imagination, write a short, silly story that uses the puppets you have just made. Each group member should have an opportunity to say something during the story.
Some guidelines for your simple story are:
- Keep the story short.
- Use sentences that repeat because children like to hear the same thing over and over.
- Make your story fun.
- Use all the characters that you have made.
- Make your story violence-free.

When a person tells stories to children, he/she should:
- Consider the age level of the children
- Talk clearly and slowly
- Be dramatic

STEP 5: Practice telling the story before telling it to the children.







ADD 2 inches in length

YUM YUMMIES
NUTRITIOUS SNACK
STUDENT DIRECTIONS

SUPPLIES NEEDED:

- 2/3 C. Peanut Butter
- 2 C. Marshmallows
- 2 T. Margarine
- 2 1/2 C. Toasted Whole Grain Oat Cereal (such as "Cheerios")
- Glass or Microwave Safe Mixing Bowl
- Measuring Cups and Spoons
- Wooden Spoon
- Waxed Paper

DIRECTIONS:

STEP I: Get the supplies from the supply table.

STEP 2: Put the marshmallows and margarine in mixing bowl and place in microwave oven for ONE minute on HIGH power.

STEP 3: Remove from microwave and stir together with the wooden spoon. Return to microwave for 30 SECONDS more on HIGH power.

STEP 4: Remove from microwave and stir in peanut butter until smooth. Add cereal and stir again.

STEP 5: Form mixture into 1 1/2" balls and place on waxed paper until cool (about 10 minutes).

STEP 6: The Yum Yummies are ready to serve. They should be stored in an airtight container until serving time. Yield: 20 servings

Optional Variations: Other ingredients that could be added to the recipe with the cereal are raisins, chocolate chips, peanuts, sunflower seeds, coated chocolate candy pieces, or coconut. Use 1/2 cup of any of these ingredients, and increase the amount of margarine to 3 T.

STEP 7: Clean up your work area and put the supplies away.

CAKE MIX COOKIES BASIC RECIPE AND VARIATIONS

BASIC CAKE MIX COOKIE RECIPE:

INGREDIENTS:
1 2/3 C. cake mix (1/2 standard mix)
1 egg
1 1/2 T. vegetable oil

INSTRUCTIONS: Heat oven to 350 degrees F. Place ingredients in a mixing bowl and stir with a wooden spoon until thoroughly mixed. Dough will be stiff. Drop by tablespoons onto a cookie sheet sprayed with a nonstick vegetable spray. Bake for 12-15 minutes, or until they begin to brown. Remove from cookie sheet and place on cooling rack. Makes 12 good-sized cookies.

VARIATIONS:

Oatmeal-Applesauce Cookies
To the basic recipe, add:
1/2 C. oatmeal
1/4 C. applesauce
1/4 C. raisins

Banana-Nut Cookies
To the basic recipe, add:
1/3 C. mashed banana
1/3 C. chopped nuts
2 T. all-purpose flour
dash of nutmeg and/or cinnamon

Cherry-Coconut Cookies
To the basic recipe, add:
1/4 can cherry pie filling
1/4 C. shredded coconut
1/2 C. wheat germ
2 T. all-purpose flour
1/4 t. almond extract

Pineapple-Coconut Cookies
To the basic recipe, add:
1/2 C. shredded coconut
1/4 C. drained crushed pineapple
2 T. all-purpose flour
dash of cinnamon

Carrot-Raisin Cookies
To the basic recipe, add:
1/2 C. grated carrot
1/4 C. raisins
1/4 C. chopped nuts
dash of cinnamon and/or nutmeg

Peanut Butter Cookies
To the basic recipe, add:
1/4 C. peanut butter chips
1/4 C. chopped nuts
1 T. applesauce

NUTRITIOUS SNACKS
CAKE MIX COOKIES

SUPPLIES NEEDED:
1 2/3 C. cake mix (1/2 standard mix)
1 egg
1 1/2 T. vegetable oil
Cookie sheet
Nonstick vegetable spray
Measuring spoons
Wooden or plastic spoon

Our Variation: ______________________________

Ingredients for variation:
____
____
____
____
____

DIRECTIONS:

STEP 1: Get the supplies together. Heat oven to 350 degrees F.

STEP 2: Place ingredients in a mixing bowl and stir with a wooden spoon until thoroughly mixed. Dough will be stiff.

STEP 3: Spray cookie sheet with a nonstick vegetable spray.

STEP 4: Drop by tablespoons onto cookie sheet.

STEP 5: Bake for 12-15 minutes, or until they begin to brown. Remove from cookie sheet and place on cooling rack. Makes 12 good-sized cookies.

STEP 6: Clean your work area and put supplies away.

MATCHING GAME
STUDENT DIRECTIONS

SUPPLIES NEEDED:
- Copies of the "Lotto Board" (page 8.70)
- Felt-tip markers or crayons
- Scissors

DIRECTIONS:

STEP 1: Get supplies from your teacher.

STEP 2: Each group member needs two (2) copies of the lotto board pictures.

STEP 3: Color the pictures on both pages. Both sheets must be colored EXACTLY the same, since the children must match the pictures.

STEP 4: Select one colored picture sheet and cut on the solid black lines to form small rectangles.

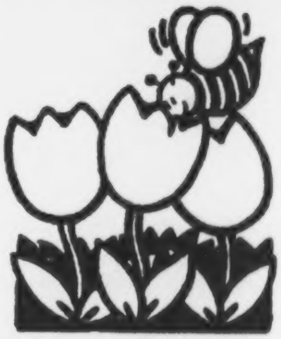
STEP 5: To play this game, the children match and place the small rectangular pictures on the same picture found on the full sheet of pictures. They continue doing this until all of the small pictures have been placed. This is called a "Lotto Board."

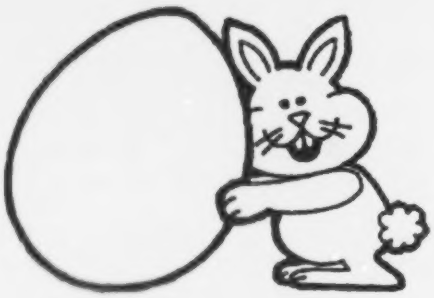
You can also ask the children what colors are on the board and to name the different shapes on the board.

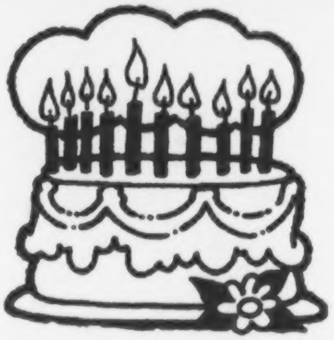
If the child is older, cut both pages apart and make it a "memory" game, or have the child find the matching pairs.

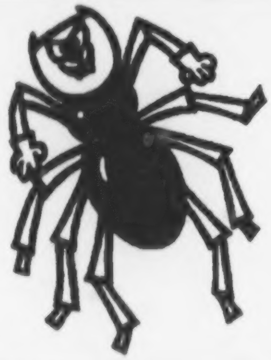
STEP 6: Clean up your work area and return the supplies to their proper places.

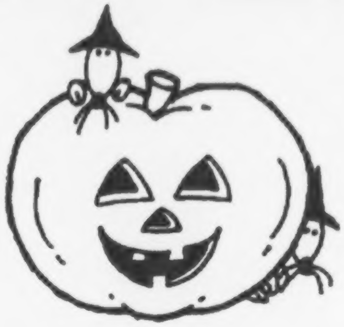
STEP 7: Store your Lotto Board and pieces where they will not get bent. (A large envelope or file folder would work well.)

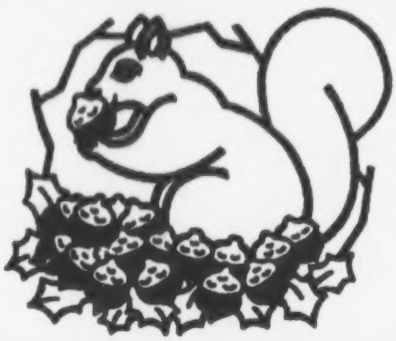


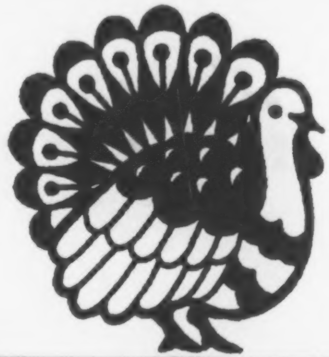


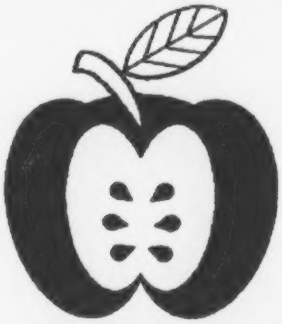












FINGER PLAY OR COUNTING ACTIVITY
STUDENT DIRECTIONS

SUPPLIES NEEDED:
- Monkey patterns (page 8.72)
- Felt-tip markers or crayons
- Scissors
- Glue and/or stapler
- Popsicle sticks

DIRECTIONS:

STEP 1: Get the supplies from your teacher.

STEP 2: Practice saying the words to this finger play (counting activity) until you have memorized them:

Five little monkeys jumping on the bed.
One fell off and broke his head.
Mommy called the doctor and the doctor said,
"No more monkeys jumping on the bed!"

STEP 3: Practice the actions that go along with the words:

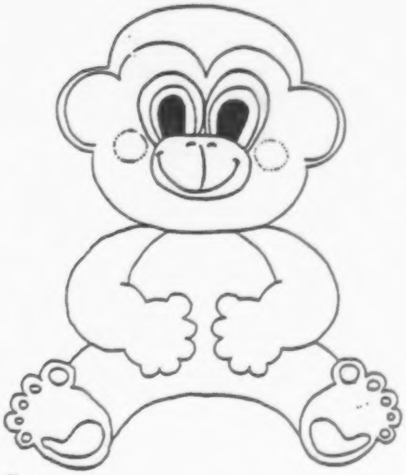
Five little monkeys jumping on the bed.
(Hold one hand flat, while the other hand jumps on it)
One fell off and broke his head.
(Hold your head in between your hands as if it hurts)
Mommy called the doctor and the doctor said,
(Pretend like you are dialing the doctor on the phone)
"No more monkeys jumping on the bed!"
(Shake finger, as if you are scolding someone.)

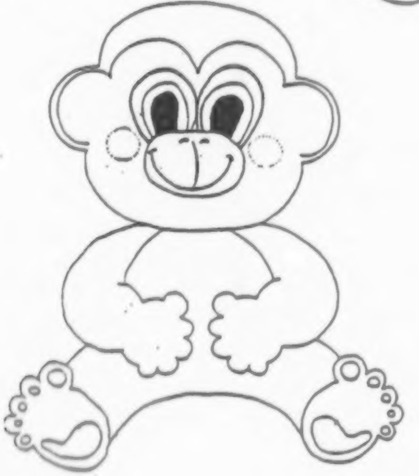
STEP 4: If time permits, you may make monkey stick (or finger) puppets to use, in addition to the finger actions.

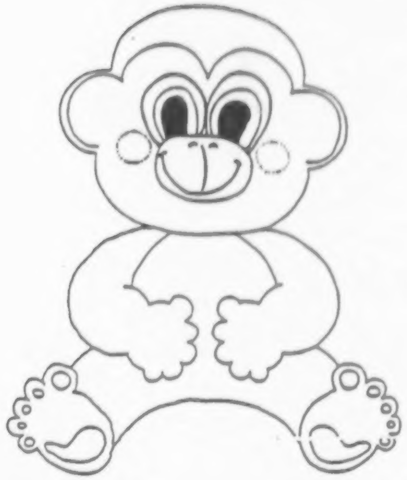
a. Color five monkey pictures found with your supplies.
b. Cut on the solid black line.
c. Glue the picture onto a popsicle stick.
(When using the puppets with children, let five different children hold the puppets as the finger play is said. As a monkey "falls off the bed," have each child, one at a time, put his/her monkey down.)

STEP 5: Clean up your work area and return your supplies (or supply kit) to your teacher.

STEP 6: Practice the "Five Little Monkeys" using the finger actions as well as the stick (or finger) puppets.







CRAFT PROJECT
BURST OF COLOR MOBILE
STUDENT DIRECTIONS

SUPPLIES NEEDED:
- Construction paper
- Letter-size envelopes
- Scissors
- Glue sticks
- Cutting patterns
- Yarn

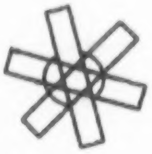
DIRECTIONS:

STEP 1: Get the supplies from your teacher.

STEP 2: Cut three 1-inch x 7 1/2-inch strips and six 2 3/4-inch circles from the construction paper as shown on the patterns. Use three (3) different colors of construction paper.

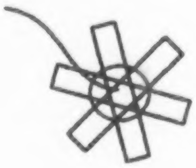
PLACE ALL OF THE PIECES FOR EACH CHILD IN ONE ENVELOPE TO STORE UNTIL READY FOR USE!

STEP 3: Glue three (3) strips on three (3) circles, criss-crossing the strips as shown.

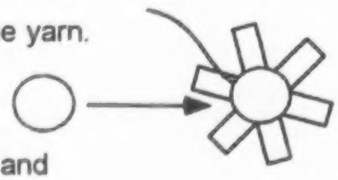


STEP 4: Cut a piece of yarn 3 feet long.

STEP 5: Place one end of the yarn on one of the circles with the strips.

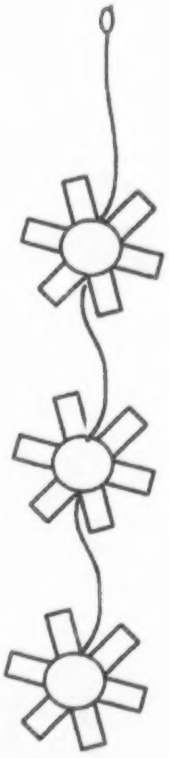


STEP 6: Glue another circle on top to hide the yarn.



STEP 7: Arrange the next two sets of circles and strips on the yarn the same way.

STEP 8: Tie a loop in the top of the yarn. Hang the mobile.



CRAFT PROJECT
CIRCLES CATERPILLAR
STUDENT DIRECTIONS

SUPPLIES NEEDED:

- Construction paper
- Scissors
- Glue sticks
- Circles patterns
- Cupcake cups (optional)
- 1-inch, two-prong brad (optional)
- Business-size envelopes

DIRECTIONS:

STEP 1: Draw or copy circles as shown on various colors of construction paper.

STEP 2: Cut out the circles, mixing the colors for each child.

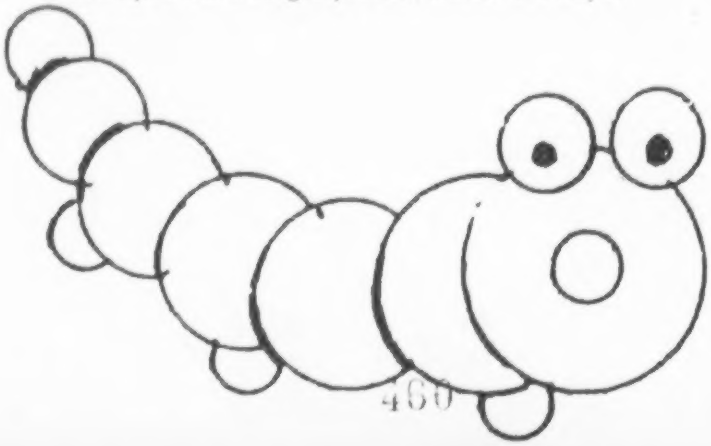
PLACE ALL OF THE PIECES FOR EACH CHILD IN ONE ENVELOPE TO STORE UNTIL READY FOR USE!

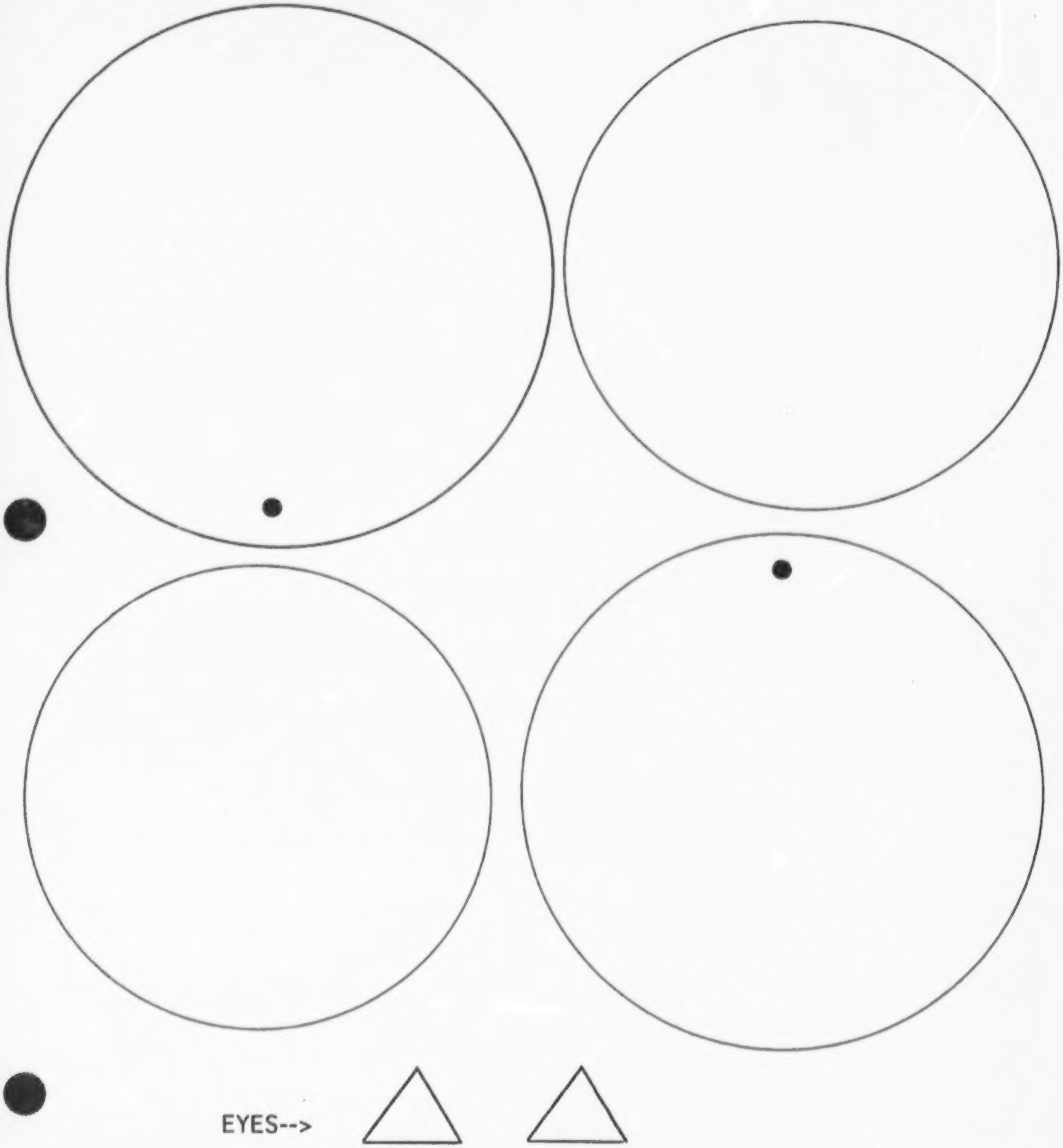
STEP 3: Lay the circles out as shown in the diagram, overlapping each one about one-half inch.

STEP 4: Glue the circles together and add the eyes, legs, and nose.

STEP 5: Optional: If desired, use one two-prong brad to secure the head to the body. This allows the head to have movement.

STEP 6: Optional: If desired, glue two cupcake baking cups for the eyes, and then put the triangle pieces inside the cups.

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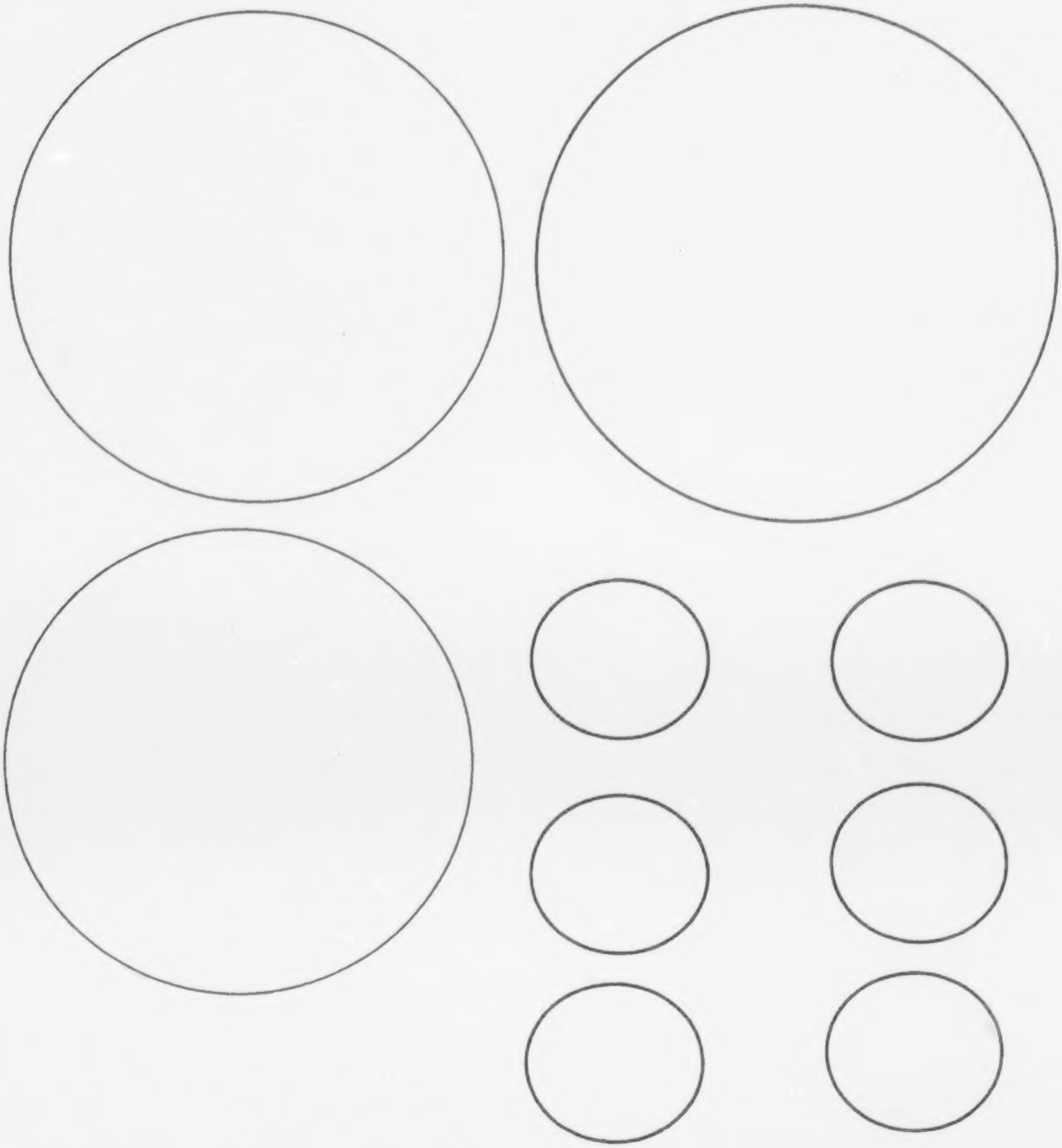


ART PROJECT
OWL
STUDENT DIRECTIONS

SUPPLIES NEEDED:

- Construction paper
- Scissors
- Glue sticks
- 1-inch, two-prong brads
- Cupcake baking cups
- Business-size envelopes

DIRECTIONS:

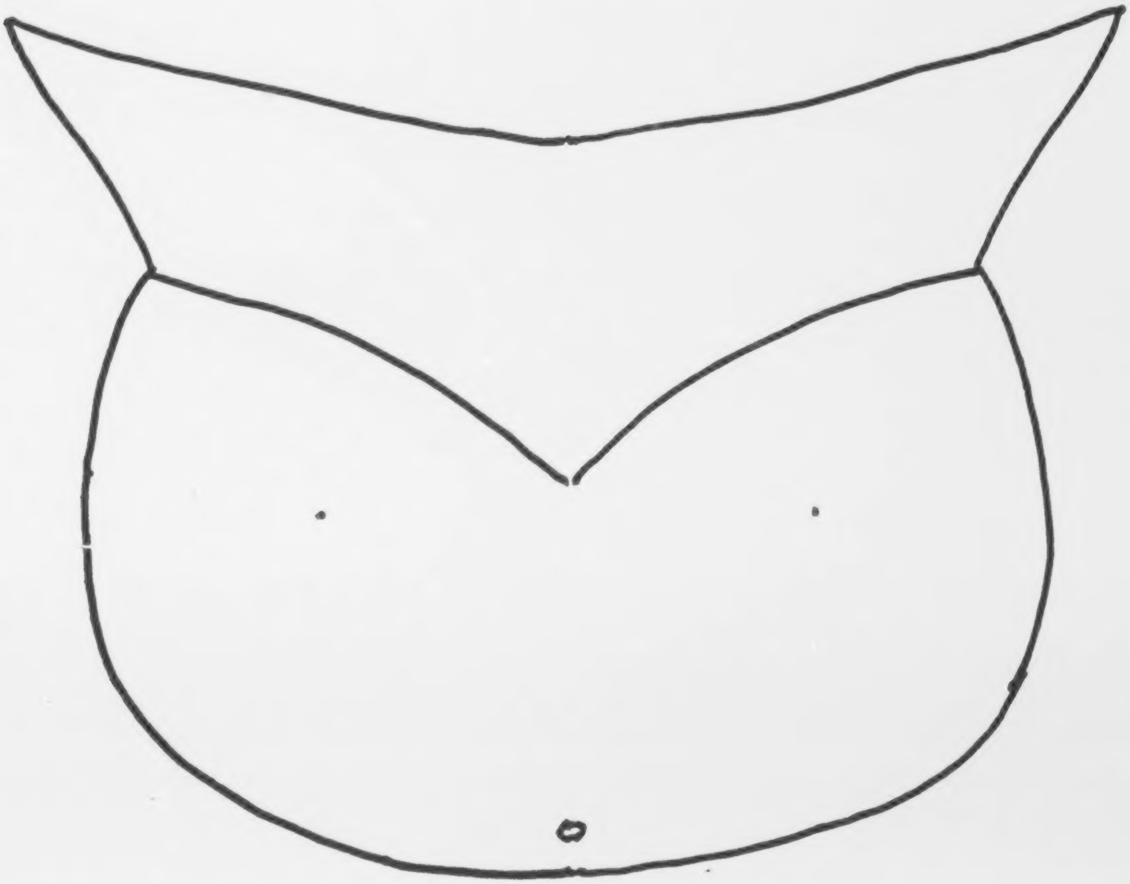
STEP 1: Trace or copy the patterns onto construction paper. Make one complete set for each child.

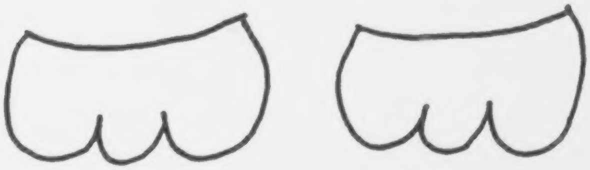
STEP 2: Cut out all of the pieces, keeping each set together in a business-size envelope.

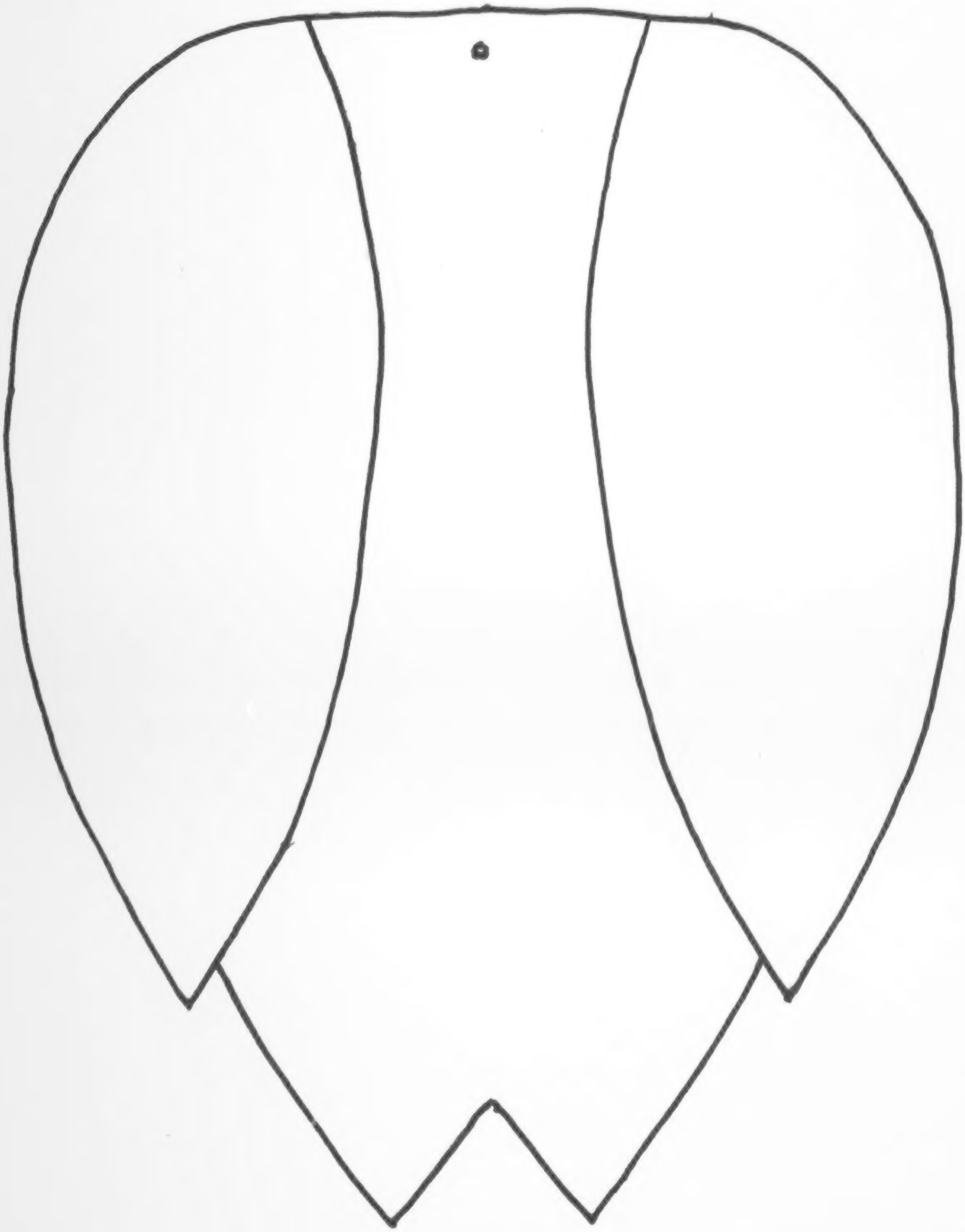
STEP 3: Use one two-prong brad to attach the head to the body. (This allows the head to rotate.)

STEP 4: Glue two cupcake baking cups to the head for the eyes, and then glue the triangle pieces on the inside of the cups.

STEP 5: Glue feet to bottom of body.







CRAFT PROJECT
SACK PUPPETS
STUDENT DIRECTIONS

Materials Needed: 2-inch by 4-inch board, 6 inches to 12 inches long
12-inch by 14-inch piece of butcher-type paper

Instructions:

1. Wrap the paper around the board, using the 12-inch width, and tape all along the edge where it meets. (Be careful not to wrap the paper too tight on the board.)

2. Using your fingers, make sharp creases in the paper along the four edges of the board. Slide the board along the inside of the paper so the full length of the paper will be creased.

3. Slide the board to within about 2 inches of the end of the paper, and tuck in the ends as you would when wrapping a package.

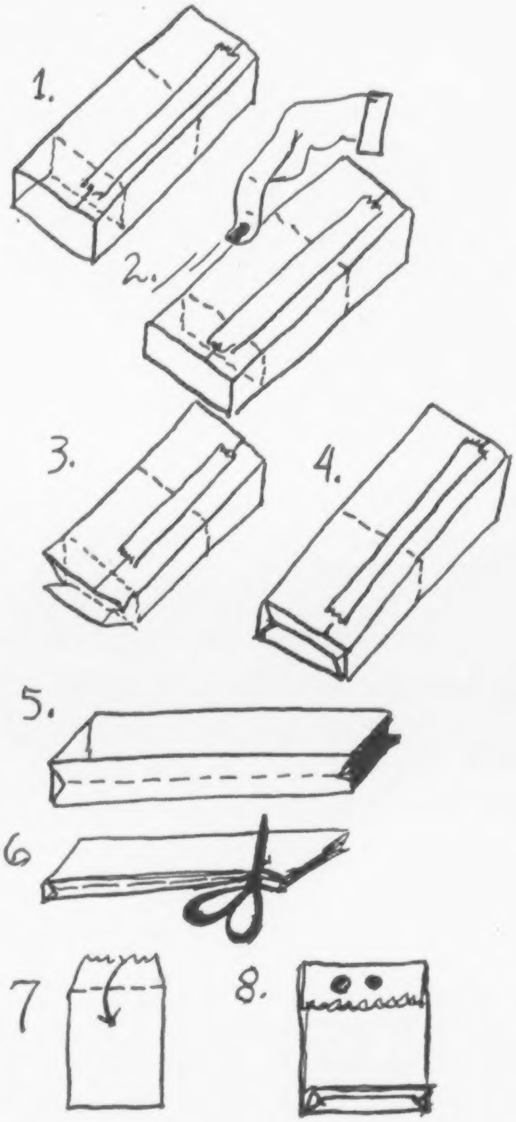
4. Crease the paper sharply around the edges of the bottom, forming the bottom of the sack, and tape in place.

5. Remove the board from the open end and fold the edges together as you would when refolding a grocery bag.

6. Trim the open end with old pinking shears or make a design across the end with other paper scissors.

7. Fold the open end over 2 or 3 inches, making a bag flap.

8. Punch two holes through the flap and the bag, and thread some string, ribbon, or yarn through the holes and tie a bow
   OR
   Draw the head of any animal on the bottom part of the bag for a sack puppet.



Note: Sacks can be made in any size by using larger or smaller boards. Any four-sided object could be used instead of the board.

T-L-C CHILD CARE
GROUP PLANNING SHEET

GROUP ASSIGNMENT: ______________________ **PERIOD:** _____

GROUP LEADER: ______________________

GROUP MEMBERS: ______________________ ______________________

______________________ ______________________

______________________ ______________________

WHAT WE PLAN TO DO: ______________________

____

____

MATERIALS NEEDED FROM HOME: ______________________

____

____

MATERIALS NEEDED FROM TEACHER: ______________________

____

____

PREPARATIONS NEEDED:

____

____

____

INDIVIDUAL ASSIGNMENTS: (WHO WILL DO OR BRING WHAT AND WHEN?)

____

____

____

EVALUATION: (COMPLETE AFTER YOU'VE DONE YOUR ASSIGNMENT.)

- **HOW DID IT GO?** ______________________
- **DID EVERY GROUP MEMBER PARTICIPATE?** ______________________
- **HOW COULD YOU HAVE IMPROVED YOUR ACTIVITY?** ______________________

____

T-L-C CHILD CARE GROUPS

WELCOME ACTIVITY

1. ______
2. ______
3. ______
4. ______
5. ______

STORY

1. ______
2. ______
3. ______
4. ______
5. ______

HAND PUPPETS

1. ______
2. ______
3. ______
4. ______
5. ______

NUTRITIOUS SNACK

1. ______
2. ______
3. ______
4. ______
5. ______

MATCHING GAME

1. ______
2. ______
3. ______
4. ______
5. ______

FINGER PLAY/COUNTING ACTIVITY

1. ______
2. ______
3. ______
4. ______
5. ______

ART/CRAFT PROJECT

1. ______
2. ______
3. ______
4. ______
5. ______

OTHER

1. ______
2. ______
3. ______
4. ______
5. ______

T-L-C CHILD CARE
REGISTRATION FORM
________________ SCHOOL

Thank you for your interest in the T-L-C Family and Consumer Sciences program at ____________ Jr. High School. This year the class is conducting a one-day child care lab to utilize the concepts we have learned. The students are excited about inviting your child into our classroom.

On the lower portion of this paper is an enrollment form/permission slip for your child who will be attending the child care lab. This permission slip indicates that you will assume responsibility should an accident occur while your child is at school.

Someone other than our student needs to be responsible for bringing the child to the school and picking him/her up promptly as the class ends. Children need to be dropped at the ________ door on the ______ side of the building. Their sponsor (our students) will be waiting there for them. They should also be picked up at that same door at the time listed below.

Date: _______________ Drop Off Time: ____________ Pick Up Time: __________

Thanks again for supporting our T-L-C Family and Consumer Sciences program and allowing your child to participate in our lab experience.

Sincerely,

Teacher's Name
Room Number

- -

Sponsor student's name: ______________________________ Period: ______________

Name of child: ____

Age: _______________ Sex: ________________ Birthdate: _____________________

I agree to let my child attend the ______________________ Jr. High Child Care Lab. I will drop him/her off and pick him/her up at the times listed above.

Parent Signature: _________________________________ Date: ________________

Name ______________________ Period _______ Date ______________________

CHILD CARE OBSERVATIONS

1. How did the children do learning the finger play (counting activity)?

   What was the children's response to this activity?

2. What made the art/craft activity a good one for the children?

   What is your favorite art/craft project for small children?

3. How did the children respond to the story?

   Did it hold the children's attention? Why or why not?

4. What was the children's response to the game?

   Did they understand how to play the game?

5. How did the children react to their puppets?

6. Did the children enjoy the snack?

   What ingredients made the snack nutritious?

7. How could any of these activities been better?

   Activity: ________________ How? ______________________________

   Activity: ________________ How? ______________________________

Name ____________________ Period ______ Date ____________ Score _______

T-L-C PRESCHOOL EVALUATION FORM

The activity I presented was: ____

	YES	NO	SOMEWHAT
1. The materials for my presentation were prepared on time.	____	____	________
2. I helped prepare the materials for my presentation.	____	____	________
3. I knew my part of the presentation and was able to present it without any help.	____	____	________
4. I was able to present my activity without laughing or acting silly.	____	____	________
5. I prepared enough materials so each child had one.	____	____	________
6. The story made sense and was complete.	____	____	________
7. My presentation was appropriate for this age group.	____	____	________
8. The children could understand and participate in my activity.	____	____	________
9. I cleaned up and put the materials away at the end of my activity.	____	____	________
10. I interacted (worked and talked) with the children.	____	____	________
11. I spent my time observing/being involved with the children and not talking with my peers.	____	____	________
12. I turned in my parent letter on the due date.	____	____	________
13. If I brought a child, I made him/her a name tag; or I helped with another child.	____	____	________

14. If I were able to teach again, I would do this differently.

____

15. The children learned ____________________________ during the activity I presented.

CAREER INFORMATION

CHILD CARE WORKER: Child care workers look after young children when parents are at work or cannot be with their children for other reasons. They do many of the things parents do. They take care of their physical, emotional, and learning needs. Their duties depend on the setting, the number of children involved, the size of the facility, etc. They must provide a safe, clean environment for the children. They plan activities and supervise the children throughout the day. They are concerned with childhood nutrition and plan and prepare nutritious meals and snacks for the children. They must be constantly alert, anticipate and prevent trouble, deal with disruptive children, and provide fair but firm discipline. Rewards of this career come from seeing young children blossom and grow under their care.

Child care facilities can range from a single room to a large, fully equipped building. There may be only one or two employees, or there may be a large number. Entry-level positions for child care workers require little or no experience, although many employers prefer individuals with a high school diploma and some early childhood training. There are a number of courses in high school which help prepare persons to be better child care workers. If a person wants to have more responsibility and become the child care center director/manager, he/she must get some additional education--probably a minimum of two years of college and pass a state licensing examination.

There will not be any lack of job opportunities in this career field in the near future. It is expected that more child care workers will be needed for a number of years now. Wages of child care workers vary depending on the type and size of the child care center, and the level of responsibility the worker has. Many entry-level workers receive only the minimum wage.

PEDIATRIC NURSE: A pediatric nurse is a registered nurse who works in the children's ward at the hospital and/or works for a pediatrician. Their duties are the same as other nurses, but all of their patients are children.

Refer to the Health Occupations section of this curriculum for additional career information on nursing careers.

CAREER INFORMATION

HOMEMAKER: All adults are homemakers. Homemakers with children are responsible for child care as well as making food purchases and other consumer goods for the home. Some people are part-time homemakers and have a dual career—they are both homemakers and wage-earners, while others are full-time homemakers.

Homemakers are not generally paid for their services unless they are employed by someone else to do this job. Most homemakers take care of these responsibilities because they love their families. Being a good parent can bring a sense of accomplishment that cannot be experienced in any other manner. However, the job is demanding and not always appreciated as it should be.

ELEMENTARY TEACHER: See page 4.32 for the career information on teachers and page 8.93 for the career poster.

CHILD PSYCHOLOGIST: A child psychologist works only with children and their parents. See page 3.20 for additional career information on psychologists.

CHILD CARE WORKER

CHILD PSYCHOLOGIST

PEDIATRIC
NURSE

ELEMENTARY TEACHER

HOMEMAKER

TEXTILES TECHNOLOGY

TOPIC #9: Textiles Equipment Technology ***TIME PERIOD:*** 3 days

CORE STANDARD #3: Technology: The students will identify the relationship of new technology to the home, community, and school/ workplace.

OBJECTIVE: The students will demonstrate the use of a conventional sewing machine, a serger, and a rotary cutter and mat.

INDEPENDENT LIVING SKILLS (COMPETENCIES):

20.0001-0306	Identify the basic parts of a conventional sewing machine and the function of each part.
20.0001-0310	Operate various types of textile equipment (conventional sewing machine, rotary cutter, and serger).

LIFE SKILLS:

* Lifelong Learning
* Complex Thinking
Effective Communication
Collaboration
* Responsible Citizenship
* Employability

RELATED CAREERS:	***OCCUPATIONAL CLUSTER:***
Sewing Equipment Repair Person	Technical/Equipment Operation and Repair; Family and Consumer Sciences
Sewing Equipment Operator	Technical/Equipment Operation and Repair; Family and Consumer Sciences

LIST OF STUDENT ACTIVITIES:	***SUPPLIES REQUIRED:***
1. T-L-C- Sewing Permit and License (Motivator)	Copies of student activity guide (9.11) for each student Project samples (from Topic #10)
2. The Sewing Machine	Sewing machines Sewing machine diagrams Sewing machine rules posted in area (9.12)
◆ A. Parts of the Sewing Machine	Copies of student activity guide (9.13-9.15) for each student
B. "Crazy Stitching"	Copies of student activity guide (9.16-9.17) for each student Fabric pieces printed and ready for stitching (pattern = 9.18)
C. Sewing Machine Parts Crossword Puzzle	Copies of student activity guide (9.19-9.20) for each student
◆ D. Winding a Bobbin	Copies of student activity guide (9.22) Bobbins Thread
◆ E. Threading the Sewing Machine	Copies of student activity guide (9.23) Bobbins Thread
F. Sewing Machine Tidbits	Background information (9.24) Copies of student activity guide (9.27- 9.28) for each student
3. The Rotary Cutter and Mat	Rotary cutters and mats Fabric for cutting Patterns for cutting fabric (Topic #10) 6-inch wide plastic ruler Rotary cutter rules posted in area (9.25)
◆ 4. The Serger	Sergers Serger rules posted in serger area (9.26) Practice fabric
5. Identification of Related Careers	Career information (9.31) Career posters (9.32-9.33)

◆

VERY IMPORTANT TEACHER INFORMATION:

This topic covers the three main pieces of sewing equipment used in this unit. The sewing projects are outlined in Topic #10: Textile Occupational Skills. All of the projects are very basic, and all require the use of the rotary cutter and mat, serger, and conventional sewing machine. The teacher can determine how much equipment knowledge he/she wants the students to have before starting a project, and/or how he/she would like to integrate the two topics of study. Because of differing educational settings, schedules, etc., each teacher will need to mesh these two topics and adapt this material for his/her own situation.

Thus, the learning activities and materials identified in this topic DO NOT need to be taught separately from the learning activities and materials in Topic #10. It is recommended that Topics #9 and #10 be integrated for maximum effectiveness.

The textiles unit, Topics #9 through #11, is conducive for use in a round-robin method of instruction, depending upon the facilities, size of class, etc. However, if a round-robin method of instruction is used, it is important that the students have completed instruction in the following categories before beginning the round-robin:

1. Winding the sewing machine bobbin
2. Threading the sewing machine
3. Insert bobbin in bobbin case, place in machine, and bring up lower thread.

It is important that the teacher demonstrate these procedures and allow the students to practice them before starting the round-robin.

◆◆

PROCEDURE

CONCEPT: Learning to operate sewing equipment is an important part of textile-related careers.

1. T-L-C SEWING PERMIT AND LICENSE (MOTIVATOR)

Introduce the students to the Textiles Technology unit by giving them a copy of the student activity guide, T-L-C SEWING PERMIT AND LICENSE (page 9.11), and explain that sewing is a lot like driving a car—before you can drive, you must first learn how to operate the car. The same is true with sewing equipment —before you can sew, you must first learn how to operate the sewing equipment. This ensures: 1) safety for the operator(s), and 2) proper use and care of the equipment. Have the students put their names on their permits and explain that as they learn to use the various pieces of sewing equipment, you will initial that part of their sewing permits. When everything on their permits is initialed, the students can turn in their permits and obtain their sewing licenses (the bottom portion of the page) from the teacher!

The teacher should introduce the students to the three main pieces of equipment they will be learning to use:

1) the conventional (lockstitch) sewing machine
2) the rotary cutter and mat
3) the serger

It is also recommended that the teacher show the students examples of the sewing projects included in the unit to foster excitement for the unit. The teacher should demonstrate the basics of each piece of equipment and cover the rules for using that piece of equipment. It is recommended that the teacher make this brief enough to maintain student interest yet thorough enough to cover necessary information. The introduction to the equipment will probably take two days of instruction time.

2. THE CONVENTIONAL (LOCKSTITCH) SEWING MACHINE

◆ A. Parts of the Sewing Machine

The student activity guide, PARTS OF THE SEWING MACHINE, is on pages 9.13-9.15. The teacher will need to obtain illustrations and instructions from his/her sewing machine manuals and put them in the space provided. Make sure the graphics are clear enough that they can be read easily. Go through the basic machine parts and their functions with the students and/or have the students follow the directions on the student activity guide.

◆◆◆

NOTE: Because of the variations between makes and models of machines, a rather large list of machine parts has been provided (page 9.14). However, it is recommended that each teacher choose the ten (10) or twelve (12) parts he/she thinks are the most important and reduce the list to the smaller number.

After the students have completed this activity, have them take the PARTS OF THE SEWING MACHINE QUIZ (page 9.13) as provided by the teacher.

It is suggested that your rules for operating the sewing machines be enlarged and posted in the sewing area for teacher and/or student reference. (See page 9.12.)

B. Crazy Stitching

This exercise has been included as an introduction to the sewing machine. This exercise is done without the machine being threaded! For the crazy stitching, the teacher will need to have a diagram of the sewing machine(s) in his/her department on a poster in the machine area, with the basic parts labeled. The stitching designs (page 9.18) need to be transferred onto heavy muslin, pellon, or similar fabric with a felt-tip marker or a permanent transfer pencil so they can be used repeatedly. (This eliminates paper stitching and gives students the true feel of how fabric works with the machine.) The teacher will need to have the practice fabrics prepared before class to help this activity run smoothly.

It is recommended that the teacher demonstrate sewing the "Crazy Stitching," and the student instructions for sewing the "Crazy Stitching" (pages 9.16-9.17) should be posted near the machines.

C. Sewing Machine Parts Crossword Puzzle

While the students wait for assistance from the teacher and/or teacher's aid during the winding the bobbin and threading process, have the students complete the student activity guide, SEWING MACHINE PARTS CROSSWORD PUZZLE (pages 9.19-9.20), to help the students learn the correct names of the sewing machine parts.

◆ D. Winding A Bobbin

The teacher should demonstrate how to "wind a bobbin" for the students, following the student activity guide (page 9.22). The teacher will need to obtain illustrations and instructions from his/her sewing machine manuals and insert them in the space provided. Again, make sure the graphics are clear enough they can be read easily.

◆◆◆

◆ E. Threading the Sewing Machine

The teacher should demonstrate how to "thread the sewing machine" for the students, then have the students complete the student activity guide (page 9.23). Again, the teacher will need to obtain illustrations and instructions from his/her sewing machine manuals and put them in the space provided. Once more, make sure the graphics are clear enough they can be read easily.

F. Sewing Machine Tidbits

Some historical information about the conventional (lockstitch) sewing machine is provided (page 9.24) for use with the TEXTILES EQUIPMENT student activity guide (pages 9.27-9.28).

3. *THE ROTARY CUTTER AND MAT*

Some suggested procedures and/or rules for using a rotary cutter and mat are:

1. Only one student at a time is allowed in the cutting area.
2. Place the mat on a flat surface in a corner or a confined area.
3. Place your fabric on the mat.
4. A 6-inch wide plastic ruler should be used as a guide for cutting straight edges for accuracy and safety.
5. Place the pattern on the fabric. Use weights instead of pins to hold the pattern in place.
6. Cut the fabric by pressing down on the rotary cutter. Some cutters have a lock on the blade of the cutter. It must be unlocked before the cutter will work. Other cutters are built to hide the blade until you place pressure on it. When pressure is placed on the cutter, the blade is exposed and will cut the fabric.
7. Use a one-way stroke to cut, not a back-and-forth motion.
8. Push the guard back over the blade when you have finished cutting.

It is suggested that these rules be enlarged and posted in the cutting area for teacher and/or student reference.

Each student will need to have the opportunity to use a rotary cutter and mat. It is suggested that the teacher have the fabric and the cutting patterns* ready for the projects in Topic #10 so that the students will have the opportunity to actually cut something they will be working with later. The rules for operation should be on a large poster above the cutting area.

The teacher will also need to discuss cutting on the grainline and to explaine the concept of "straight of grain," along with demonstrating how to cut at the edge of the fabric (instead of the middle) to conserve fabric.

- The cutting pattern sizes are given at the beginning of each construction project in Topic #10. If these can be made of masonite or some type of hard plastic, it will facilitate the cutting by the students. The patterns will need to be marked to identify project, size, number of pieces, etc.

Some information about the rotary cutter and mat is provided (page 9.25) for use with the TEXTILES EQUIPMENT student activity guide (pages 9.27-9.28).

♦ *4.* ***THE SERGER***

Some suggested procedures and/or rules for using the serger are:

1. Report any repairs needed.
2. If the machine comes unthreaded, tell the teacher.
3. The hand wheel turns the direction of the arrow on the handwheel—some turn toward the back and some turn toward the front.
4. Keep fingers back away from stitching line!
5. The presser foot must always be in the "down" position for sewing.
6. Never sew paper in the serger.
7. DO NOT USE PINS IN THE SERGER AREA! PLEASE!
8. Don't force or pull the fabric—the serger will feed it automatically.
9. Leave a thread tail to be cut with scissors.
10. Check the foot control position.

It is suggested that these rules be enlarged and posted in the serger area for teacher and/or student reference.

Each student should have the opportunity to use the serger. The rules for operation should be on a large poster in the serger area.

Some information about the serger is provided (page 9.26) for use with the TEXTILES EQUIPMENT student activity guide (pages 9.27-9.28).

5. ***IDENTIFICATION OF RELATED CAREERS***

Using the career information (page 9.31) and the career posters (pages 9.32-9.33), identify and discuss some careers related to textiles equipment technology.

SUMMARY: Operating sewing equipment is a lot like driving a car—one must know how to operate the vehicle before getting on the road. This insures safety for the operator(s) and proper use of the equipment.

CORE TEST QUESTION BANK

UNIT: **TEXTILES TECHNOLOGY**

TOPIC #9: **TEXTILES EQUIPMENT TECHNOLOGY**

20.0001-0306 ***Identify the basic parts of a conventional sewing machine and the function of each part.***

1. Match the parts of a sewing machine listed on the left with their functions on the right by putting the letter of the correct term in the space before the definition.

a.	Bobbin	_f__	Lowers and raises the feed dog
b.	Bobbin case	_b__	Holds the bobbin; allows the bobbin to turn and form the stitch; provides bobbin thread tension
c.	Bobbin winder spindle	_e__	Moves the fabric along as you sew
d.	Bobbin winder tension	_c__	Holds the bobbin while winding it
e.	Feed dog	_a__	Holds the thread inside the machine
f.	Feed-dog control	_d__	Provides tension on the thread when winding the bobbin

2. Match the parts of a sewing machine listed on the left with their functions on the right by putting the letter of the correct term in the space before the definition.

g.	Foot or knee control	_j__	Turns the light off and on
h.	Handwheel	_i__	Stops needle movement during bobbin winding
i.	Handwheel release	_h__	Controls the movement of the take-up lever and needle; can be controlled by power or hand; should be turned toward you
j.	Light switch	_g__	Controls how fast the machine sews

TEST QUESTIONS

3. Match the parts of a sewing machine listed on the left with their functions on the right by putting the letter of the correct term in the space before the definition.

k.	Needle	_n__	Moves the needle to different positions: center, right, and left
l.	Needle clamp	_m__	Fits around the feed dogs; the needle goes through it; has a seam guide on it
m.	Needle plate	_l__	Holds the needle in place
n.	Needle position	_k__	Carries the thread and pierces the fabric

4. Match the parts of a sewing machine listed on the left with their functions on the right by putting the letter of the correct term in the space before the definition.

o.	Power switch	_p__	Holds fabric in place while you sew
p.	Presser foot	_r__	Allows the machine to stitch backward
q.	Presser foot lever	_q__	Lifts and lowers the presser foot
r.	Reverse control	_o__	Turns the sewing machine on or off

5. Match the parts of a sewing machine listed on the left with their functions on the right by putting the letter of the correct term in the space before the definition.

s.	Spool pin	_s__	Holds the spool of thread in place
t.	Stitch length control	_v__	Sets the width of the zigzag stitch
u.	Stitch pattern selector	_t__	Sets the length of the stitch
v.	Stitch width control (zigzag control)	_u__	Shows you which type of stitch the machine will sew

TEST QUESTIONS

6. Match the parts of a sewing machine listed on the left with their functions on the right by putting the letter of the correct term in the space before the definition.

w.	Take-up lever	_y__	Holds the thread in place on the sewing machine
x.	Thread cutter	_x__	A place to cut the thread(s) without using scissors
y.	Thread guides	_z__	Adjusts the tension on the thread as required for a particular project
z.	Thread tension control	_w__	Pulls thread from the spool

20.0001-0310 ***Operate various types of textile equipment (conventional sewing machine, rotary cutter, and serger).***

1. The rotary cutter and mat is a fairly recent invention for use in the textile industry.
   a.* True
   b. False

2. The rotary cutter and mat are used instead of __________ for cutting out sewing projects.
   a. Pins
   b.* Scissors
   c. Measuring tapes
   d. Pinking shears

3. A serger is different from a conventional sewing machine. Put a check by each item listed that is different. (There are four (4) correct answers.)
   _*__ a. It takes more than one spool of thread to operate
   _____ b. It operates on only one spool of thread
   _*__ c. It has a small knife that trims the fabric as it sews
   _*__ d. It makes a nice finished edge on the fabric so it doesn't fray
   _*__ e. It uses a lot more thread and sews much faster
   _____ f. It uses a lot less thread and sews much slower

4. Sergers are used a lot in the sewing industry because:
   a. They can sew so much faster
   b. They can do several operations at once
   c.* Both "a" and "b" are correct
   d. They are so easy to thread

NAME ____________________ PERIOD ______ DATE ___________ SCORE ______

T-L-C SEWING PERMIT

DIRECTIONS: Have the teacher initial each item listed when you have completed that item.

_____ 1. Know and identify sewing machine parts and functions.

_____ 2. Complete "Crazy Stitching."

_____ 3. Wind the sewing machine bobbin.

_____ 4. Thread the sewing machine.

_____ 5. Insert bobbin in bobbin case, place in machine, and bring up lower thread.

_____ 6. Do a basting stitch.
(Width=___; Length=___, 3/8-inch seam)

_____ 7. Do regular stitch and proper backstitch (three stitches).
(Width=___, Length=___, 5/8-inch seam)

_____ 8. Use the rotary cutter and mat properly and safely. Watch teacher demonstration first!

_____ 9. Do decorative stitches on bookmark.

_____ 10. Do zigzag stitch on table pad.
(Width=___, Length=___)

_____ 11. Use the serger properly and safely.

T-L-C SEWING LICENSE

This certifies that ____________________________________ has completed the above requirements and qualifies for an operator's license in the _________________________ class.

Signed: ________________________________ _________________
Family and Consumer Sciences Teacher Date

I agree to abide by the rules of this lab and clean up after myself.

____
Student's Signature

RULES FOR USING THE SEWING MACHINE

The procedures and/or rules for using the sewing machine are:

1. Before beginning to sew, pull threads UNDER and BACK behind the presser foot about 3 or 4 inches.
2. The handwheel always turns toward you, even when stitching in reverse.
3. Keep fingers several stitches away from stitching line; keep them flat on the machine to the sides of the presser foot.
4. The presser foot must always be in the "down" position for sewing.
5. Don't force or pull the fabric—the machine will feed it automatically.
6. Use the thread cutter to cut the thread tails or trim threads with scissors as you work.
7. The take-up lever should always be at the "top" when beginning and ending a line of sewing.
8. Report any repairs needed.
9. NEVER sew paper in the sewing machine.
10. Take pins out as you sew; DO NOT SEW OVER PINS.
11. Maintain a slow, even speed with the foot control.
12. Watch the seam guide as you sew (NOT THE NEEDLE) to produce an even sewing line.
13. When stopping in the middle of a line of sewing, put the needle down into the fabric to prevent thread loops.
14. Keep the bulk of the fabric to the left of the needle when sewing so you can see the seam guides on the needle plate.

NAME ____________________ PERIOD ______ DATE ____________ SCORE ______

PARTS OF THE SEWING MACHINE
STUDY GUIDE AND QUIZ

Directions: Write the name of the machine part in the blanks.

NOTE: Each teacher will need to put a diagram of the machine(s) in his/her classroom on this page with blanks drawn in for the students to identify the various machine parts.

PARTS OF THE SEWING MACHINE

1.	Bobbin:	holds the thread inside the machine.
2.	Bobbin case:	holds the bobbin; allows the bobbin to turn and form the stitch; provides bobbin thread tension.
3.	Bobbin winder spindle:	holds the bobbin while winding the bobbin.
4.	Bobbin winder tension:	provides tension on the thread when winding the bobbin.
5.	Feed dog:	moves the fabric along as you sew.
6.	Feed-dog control knob:	lowers and raises the feed dog.
7.	Foot or knee control:	controls how fast the machine sews.
8.	Handwheel:	controls the movement of the take-up lever and needle; can be controlled by power or by hand; should always be turned toward you.
9.	Handwheel release:	stops needle movement during bobbin winding.
10.	Light switch:	turns the light off and on.
11.	Needle:	carries the thread and pierces the fabric.
12.	Needle clamp:	holds the needle in place.
13.	Needle plate:	fits around the feed dogs and the needle goes through it; has a seam guide on it.
14.	Needle position control knob:	moves the needle to different positions: center, right, and left.
15.	Power switch:	turns the sewing machine on or off.
16.	Presser foot:	holds fabric in place while you sew.
17.	Presser foot lever:	lifts and lowers the presser foot.
18.	Reverse control:	allows the machine to stitch backward.
19.	Spool pin:	holds the spool of thread in place.
20.	Stitch length control:	sets the length of the stitch.
21.	Stitch pattern selector:	shows you which pattern the machine will sew.
22.	Stitch width control: (zigzag control)	sets the width of the zigzag stitch.
23.	Take-up lever:	pulls thread from the spool.
24.	Thread cutter:	a place to cut the thread(s) without using scissors.
25.	Thread guides:	holds the thread in place on the sewing machine.
26.	Thread tension control:	adjusts the tension on the thread as required for a particular project.

PARTS OF THE SEWING MACHINE
STUDENT DIRECTIONS

You may complete this activity by yourself or with several other students.

STEP #1: Study the diagram of your sewing machine provided by your teacher, and the list of sewing machine parts (page 9.13). When you think you can name the parts AND their functions (what they do), get the quiz from your teacher and complete it. (You must pass the quiz before you can use the sewing machine.)

STEP #2: Correct your quiz. If you had any incorrect answers, return to your machine and study the machine parts, then retake the quiz until you can identify all of the machine parts and their functions.

STEP #3: Congratulations! You are now ready to use the sewing machine.

CRAZY STITCHING

Some helpful ideas:

1. Sew slowly to begin with.
2. Don't hold the fabric back; let it go through as fast as the machine takes it.
3. Guide the fabric lightly with the tips of your fingers.
4. Sew in the following order:
    1. Longest straight lines
    2. Curved lines
    3. Spirals
    4. Square corners

STARTING

STEP #1: Turn the sewing machine on.

STEP #2: Put your right hand on the handwheel. Turn the wheel TOWARD YOU until the take-up lever is as high as it can be at the top of the machine.

STEP #3: Place the fabric between the presser foot and the needle, and directly over the line of stitching.

STEP #4: Lower the needle into the fabric.

STEP #5: Put the presser foot lever down.

STEP #6: Press the foot or knee control very carefully and begin sewing.

STOPPING

STEP #1: When you come to the end of a pattern, stop the machine by taking your knee or foot off the power control. Make certain that the needle is up out of the fabric. If it is still in the fabric, turn the handwheel until the needle comes up and the take-up lever is at the top.

STEP #2: Lift the presser foot lever. Move the fabric to the next position.

CRAZY STITCHING - PAGE 2

BACKSTITCHING

STEP #1: Put the edge of the fabric under the needle and lower the presser foot.

STEP #2: Sew three (3) stitches forward and stop.

STEP #3: Put sewing machine in "reverse" and sew backward for three (3) stitches.

STEP #4: Put sewing machine in "forward" and continue sewing on the line of stitching.

STEP #5: At the end of the line of stitching, put the sewing machine in "reverse" and sew backward for three (3) stitches.

STEP #6: Put sewing machine in "forward" and stitch to edge of fabric and stop.

CURVED, SPIRAL, AND PIVOTING

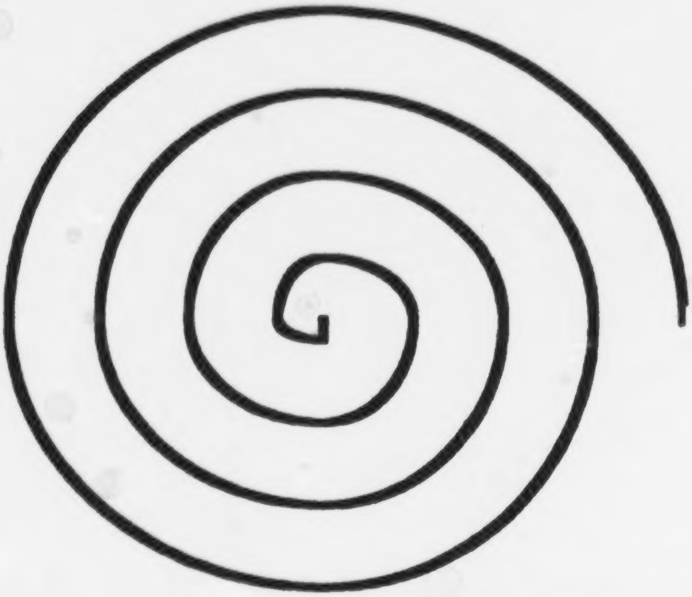
CURVED AND SPIRAL:

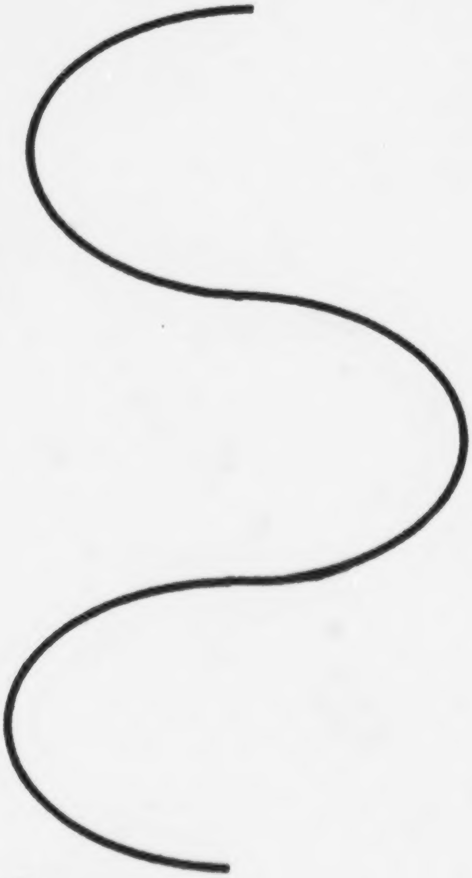
Stop the machine every fourth or fifth stitch to adjust the fabric so that you stay on the curved line. BE SURE THE NEEDLE IS DOWN IN THE FABRIC WHEN YOU STOP. Lift the presser foot lever and turn the fabric so that the machine will sew in the direction of the line.

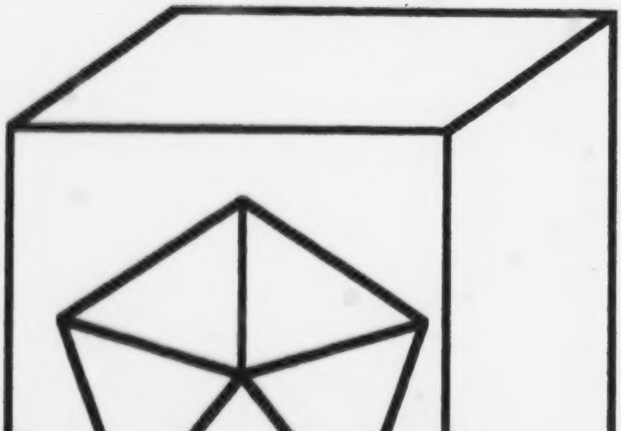
PIVOTING:

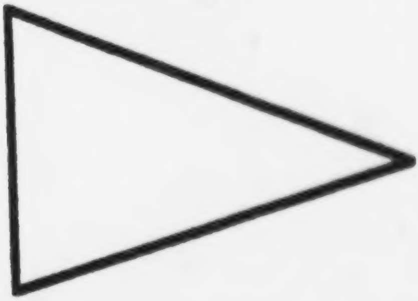
Stitch to the first corner of the design and stop. With the needle still down in the fabric, lift the presser foot lever and turn the fabric so that the machine will sew in the new direction. Lower the presser foot lever and continue.

CRAZY STITCHING









NAME __________________ PERIOD _____ DATE __________ SCORE _____

SEWING MACHINE PARTS CROSSWORD PUZZLE

Directions: Write the name of the machine parts in the correct space in the puzzle.

ACROSS:

3. Raises and lowers the presser foot. (3 words)
5. The bobbin _______ holds the bobbin while sewing.
7. Holds the spool of thread on the spool pin. (2 words)
8. This switch turns the light off and on.
9. Carries the lower thread in the machine.
10. Carries the upper thread and pierces the fabric.
11. The _________ plate covers the machine mechanism and usually has a seam guide on it.
14. Holds the bobbin while it is being wound. (3 words)
16. The ___________ foot helps to hold the fabric in place while sewing.
19. The __________________ (2 words) also allows the bobbin to turn and help form the stitch; provides bobbin tension.
20. Holds the spool of thread on the machine. (2 words)
21. Can be turned by hand to control the position of the needle. (2 words)

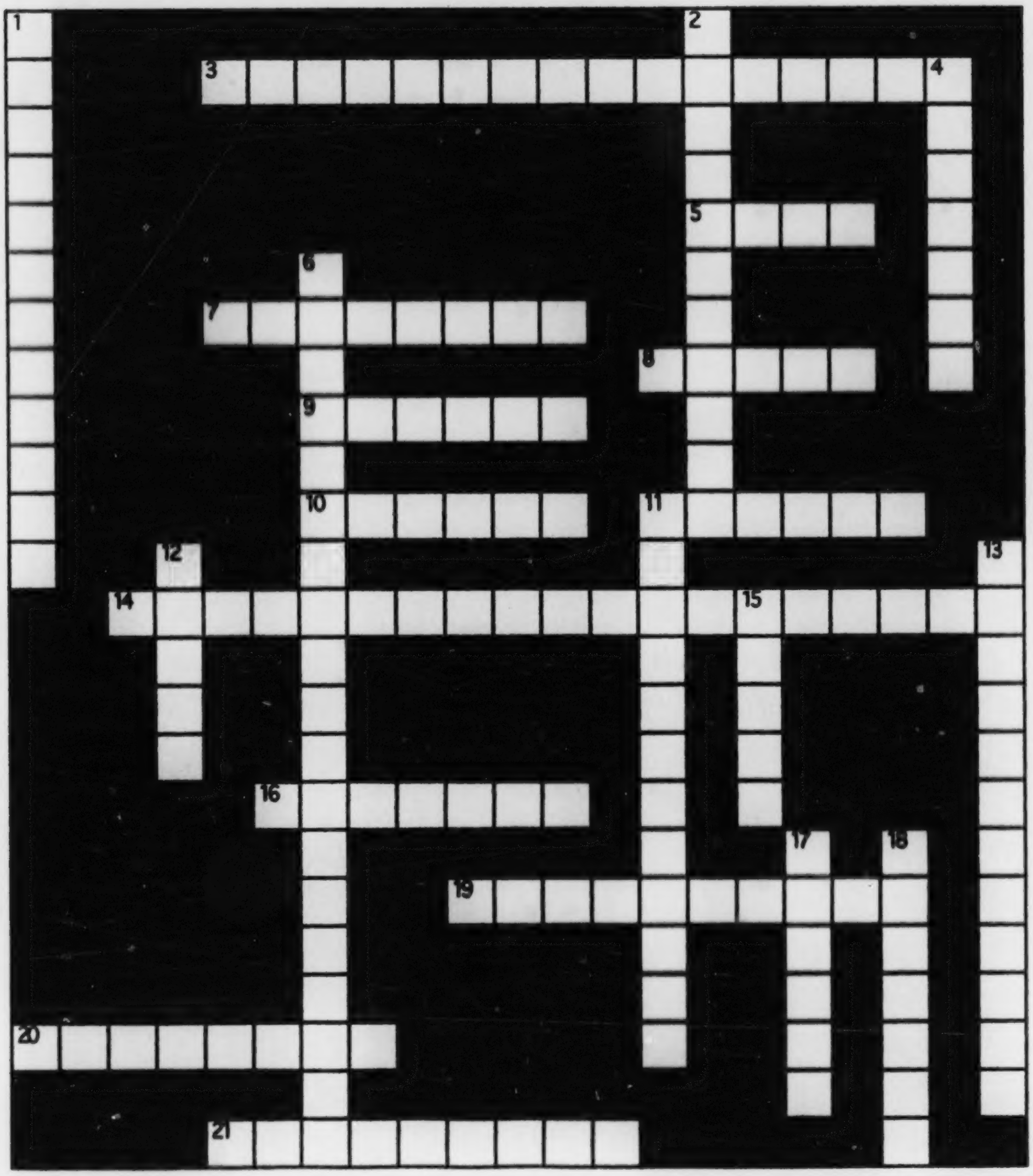
DOWN

1. This regulator controls the length of the stitch. (2 words)
2. This regulator controls the width of the zigzag stitch. (2 words)
4. The sewing machine sews backwards when this control is activated.
6. Provides tension on the thread while winding a bobbin.
11. Guide the thread from the spool to the needle while sewing. (2 words)
12. The ________ switch turns the machine on and off.
13. Provide tension on the thread so it feeds through the needle evenly. (2 words)
15. The foot _________ controls the speed of the motor.
17. The __________ lever pulls the thread from the spool. (2 words)
18. The _____________ moves the fabric through the machine as you sew. (2 words)

BOBBIN
BOBBIN CASE
BOBBIN WINDER SPINDLE
BOBBIN WINDER TENSION
CASE
FEED DOG
HANDWHEEL
LIGHT
NEEDLE
PEDAL
POWER
PRESSER
PRESSER FOOT LEVER
REVERSE
SPOOL CAP
SPOOL PIN
STITCH LENGTH
STITCH WIDTH
TAKE UP
TENSION DISCS
THREAD GUIDES
THROAT

NAME ____________________ PERIOD ______ DATE ___________ SCORE ______

SEWING MACHINE PARTS CROSSWORD PUZZLE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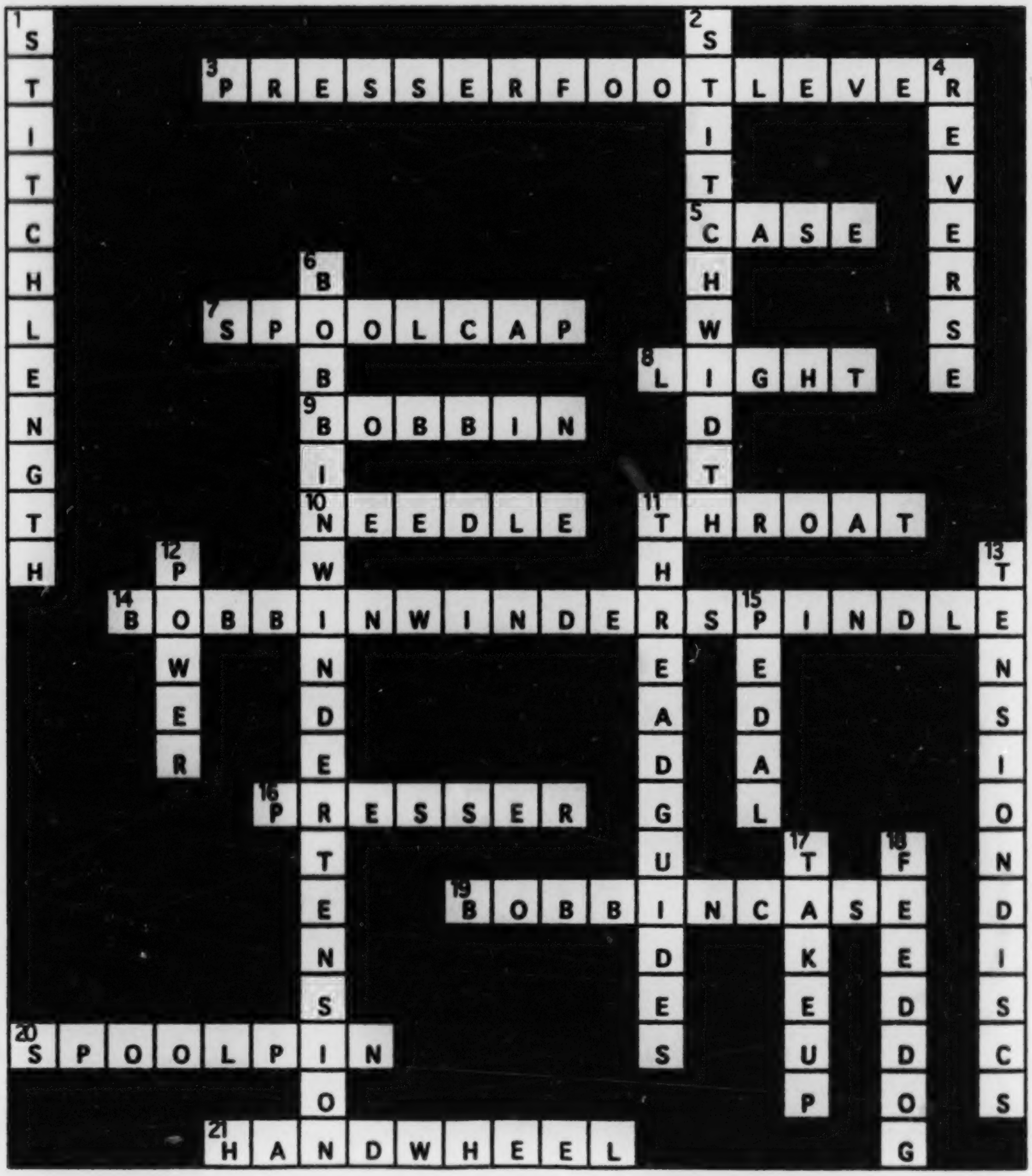
SEWING MACHINE PARTS CROSSWORD PUZZLE - TEACHER KEY


1 STITCHLENGTH
2 STITCHWIDTH
3 PRESSERFOOTLEVER
4 REVERSE
5 CASE
6 BOBBINWINDERTENSION
7 SPOOLCAP
8 LIGHT
9 BOBBIN
10 NEEDLE
11 THROAT
11 THREADGUIDES
12 POWER
13 TENSIONDISCS
14 BOBBINWINDERSPINDLE
15 PEDAL
16 PRESSER
17 TAKEUP
18 FEEDDOG
19 BOBBINCASE
20 SPOOLPIN
21 HANDWHEEL

WINDING A BOBBIN

To complete this activity, you will need to:

1. Have a bobbin and some thread.
2. Take this direction sheet and go to the sewing machine.

(NOTE: Each teacher will need to remove this message and put the diagrams for winding the bobbin here. These can be found in the sewing machine instruction booklets.)

WASN'T THAT FUN! Now that your bobbin is wound, you may proceed to the next activity. If the class period is ending, remove the bobbin and thread from the machine and put them away as directed by your teacher.

THREADING THE SEWING MACHINE

To complete this activity, take your thread and bobbin to your machine and follow the directions provided by the teacher.

(NOTE: Each teacher will need to remove this message and put the diagrams for threading the machine here. These can be found in the sewing machine instruction booklets.)

THAT WASN'T SO HARD, WAS IT?

Now, practice threading your machine several times.

You may now proceed to the next activity.

THE SEWING MACHINE

A sewing machine uses two threads to form a stitch. It has helped families to have better and less costly clothing. In factories, it has helped make possible the mass production of clothing. Elias Howe is considered the inventor of the sewing machine as we know it today. His model was patented in 1846 and was the first practical machine sold. Elias Howe struggled with the problem of how to get the needle to pull the thread through the fabric. Finally, he decided to think about something else for a while. One night, he solved the problem as he was dreaming. Experts who have studied problem solving theorize that even while we may be doing something quite unrelated to the problem, the brain is still working on solutions. Remarkable discoveries have often been made this way.

The first sewing machines were powered by people using their feet or hands. Machines made it possible to produce clothing and household goods much more easily. Before machines were invented, everything had to be stitched by hand. This was a very slow process. Most people had only two sets of clothes; one for best and one for everyday. Clothing was made at home until the sewing machine was invented, and then factories began to make clothing.

Clothing can be made in factories very quickly because many copies (layers) are cut at once. The sewing is divided up so that one person sews the same thing on many copies of the article, thus each person does only one job. For example, one person sews all the collars (and only collars) and another sews all the buttonholes (and only buttonholes). Another worker will set in sleeves, while others sew zippers or hems, or sew on buttons. This is called "assembly line production." Generally the workers never see the garment once it is completed—they only see the part(s) they sew.

Factory workers use very sophisticated machines which have been developed to do specific tasks in the clothing industry, such as sewing on elastic, making buttonholes or hemming. For example, the machine that makes buttonholes is called the "buttonholer," the machine that sews on buttons and makes tacks is called the "tacker," and the machine that does the hem is called a "hemmer." Regular lockstitch sewing machines as well as many types of sergers are used in clothing production. The machines have larger motors than home sewing machines and therefore can go much faster.

Clothes made at home go through the same process as in a factory, but at home you have the satisfaction of seeing the fabric become the finished article. Both men and women sew in factories for wages as well as at home for their own pleasure.

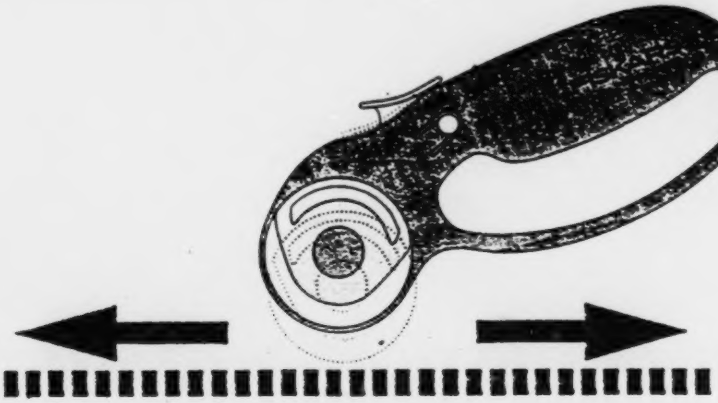
THE ROTARY CUTTER AND MAT

When you think of equipment technology for clothing construction, what is the first piece of equipment you think of? Many people think that technology applies only to sewing machines. This is far from correct! One of the most useful pieces of equipment that has recently been invented is the "rotary cutter and mat." This equipment can be used instead of scissors or shears to cut fabric.

The main advantage of this equipment is that it cuts fabric quickly and smoothly. The main disadvantage is that it is very easy to cut your fingers. You must be very careful to keep your fingers away from the cutting edge.

The procedure and/or rules for using a rotary cutter and mat are:

1. Only one student at a time is allowed in the cutting area.
2. Place the mat on a flat surface in a corner or a confined area.
3. Place your fabric on the mat.
4. A 6-inch wide plastic ruler should be used as a guide for cutting straight edges for accuracy and safety.
5. Place the pattern on the fabric. Use weights instead of pins to hold the pattern in place.
6. Cut the fabric by pressing down on the rotary cutter. Some cutters have a lock on the blade of the cutter. It must be unlocked before the cutter will work. Other cutters are built to hide the blade until you place pressure on it. When pressure is placed on the cutter, the blade is exposed and will cut the fabric.
7. Use a one-way stroke away from you to cut, not a back-and-forth motion.
8. Push the guard back over the blade when you have finished cutting.



THE SERGER

Sergers are relatively new in the home market, although they have been used in factories for a long time. They look much different than a regular machine and sew much faster. Two, three, four, or five spools of thread are used during the serging process, depending upon the stitch selection.

Another difference between a serger and a conventional machine is the knife that trims the fabric as it is sewn. It makes a nice edge, finishing the fabric so that it doesn't fray. Most of the time, the finished edge is placed on the inside, but sometimes it is left on the outside as a decorative trim. A serger sews the seam, finishes the edge, and cuts off the excess fabric all in one operation.

Sergers can use the same kinds of thread as conventional machines, but because they use so much, it is usually purchased on large cones rather than regular spools. Some sergers use different kinds of thread that the conventional machine cannot handle. People who enjoy sewing often own both kinds of machines because they perform different functions.

The procedures and/or rules for using the serger are:

1. Report any repairs needed.
2. If the machine comes unthreaded, tell the teacher.
3. The handwheel turns the direction of the arrow on the handwheel—some turn toward the back and some turn toward the front.
4. Keep fingers back away from stitching line!
5. The presser foot must always be in the "down" position for sewing.
6. NEVER sew paper in the serger.
7. DO NOT USE PINS IN THE SERGER AREA! PLEASE!
8. Don't force or pull the fabric—the serger will feed it automatically.
9. Leave the thread tail to be cut with scissors.
10. Check the foot control position.

NAME ________________ PERIOD _____ DATE __________ SCORE _____

TEXTILES EQUIPMENT

THE SEWING MACHINE

1. How many threads does a sewing machine use to form a stitch? ____________
2. Who is Elias Howe? ____
3. How were the first sewing machines powered?

   ____
4. How did people sew before the sewing machine was invented?

   ____
5. What is "assembly line production"?

   ____

   ____
6. Which direction should the handwheel always be turned (even when stitching in reverse)? ____
7. The presser foot should always be in this position for sewing: ___ up ___ down
8. The take-up lever should be in this position at the beginning and the ending of a line of sewing: ________ up _______ down

THE ROTARY CUTTER AND MAT

1. What does the rotary cutter and mat do? ______________________
2. What piece of small equipment is the rotary cutter and mat used in place of?

   ____
3. What is the main advantage in using a rotary cutter and mat?

   ____
4. What is the main disadvantage in using a rotary cutter and mat?

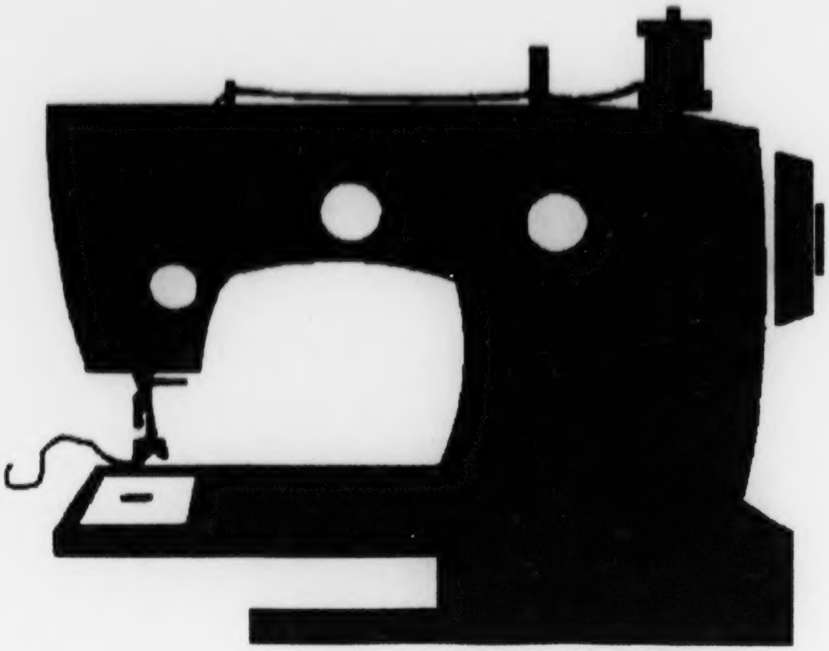
   ____
5. Is it okay to use pins to hold the pattern in place while cutting? ____________
6. Is it okay to use a back-and-forth motion when cutting? ______________

TEXTILES EQUIPMENT - PAGE 2

THE SERGER

1. Three differences between the serger and the conventional sewing machine are:
   a. ______________________________
   b. ______________________________
   c. ______________________________
2. The serger does three steps in one operation. They are:
   a. ______________________________
   b. ______________________________
   c. ______________________________.
3. Can pins be used with the serger? ______________________________
4. Is it necessary to pull the fabric through the serger as it sews?______________
5. Which direction should the handwheel be turned on your serger?

   ____



NAME ____________________ PERIOD ______ DATE ___________ SCORE ______

TEXTILES EQUIPMENT - TEACHER KEY

THE SEWING MACHINE

1. How many threads does a sewing machine use to form a stitch? two
2. Who is Elias Howe? inventor of sewing machine
3. How were the first sewing machines powered?
   by using the hands or feet
4. How did people sew before the sewing machine was invented?
   by hand
5. What is "assembly line production"?
   where each person does only one job in the construction process
6. Which direction should the handwheel always be turned (even when stitching in reverse)? forward
7. The presser foot should always be in this position for sewing: ___ up _X_ down
8. The take-up lever should be in this position at the beginning and the ending of a line of sewing: __X__ up _____ down

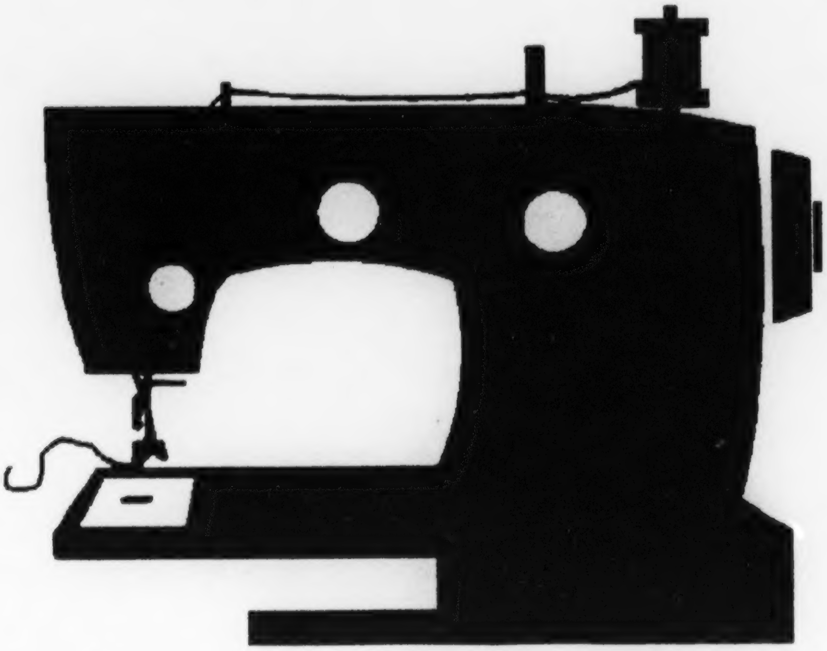
THE ROTARY CUTTER AND MAT

1. What does the rotary cutter and mat do? cuts the fabric
2. What piece of small equipment is the rotary cutter and mat used in place of?
   scissors
3. What is the main advantage in using a rotary cutter and mat?
   cuts fabric quickly and smoothly
4. What is the main disadvantage in using a rotary cutter and mat?
   easy to cut your fingers
5. Is it okay to use pins to hold the pattern in place while cutting? no
6. Is it okay to use a back-and-forth motion when cutting? no

TEXTILES EQUIPMENT - PAGE 2 - TEACHER KEY

THE SERGER

1. Three differences between the serger and the conventional sewing machine are:
   a. uses two, three, or four spools of thread
   b. sews faster
   c. trims excess fabric as it sews
2. The serger does three steps in one operation. They are:
   a. sews the seam
   b. finishes the edge
   c. trims off the excess fabric
3. Can pins be used with the serger? no
4. Is it necessary to pull the fabric through the serger as it sews? no
5. Which direction should the handwheel be turned on your serger?
   the handwheel turns the direction of the arrow on the handwheel—some turn toward the back and some turn toward the front



CAREER INFORMATION

SEWING EQUIPMENT REPAIR PERSON: A person who is mechanically inclined and can repair sewing equipment is a person much in demand. Like automobiles, sewing machines tend to break down and must be repaired to keep functioning. Although this is not a very glamorous career, it is a very fulfilling and satisfying service career.

Little or no formal training is required to be a sewing equipment repair person, although it is important that they keep up to date on the new technology used in manufacturing sewing machines. Earnings are dependent upon the locale, demand, level of expertise, and experience. Except for repair persons who are employed by a specific manufacturing company, most are self-employed. Earnings vary greatly, but an honest person who diligently pursues this career can do very well financially. Sewing equipment repair is a skill that will always be in demand as long as people wear clothes.

SEWING EQUIPMENT OPERATOR: These people operate equipment used in the apparel and/or textile industry. The textile industry is one of the largest in the United States. There are many factories throughout the country that manufacture all types of apparel. Because of the basic need for wearing apparel, there are always jobs available in the clothing manufacturing industry. Some of the factories are quite large while others are much smaller in size. The equipment operators must be quick thinking and must learn to work very fast. They are paid a basic wage plus a "piece rate," so the faster they can perform accurately, the more they get paid. Working conditions vary from factory to factory, but newer facilities tend to have more pleasant working conditions. There are many different types of equipment at the factory to be operated—the lockstitch machine and serger are only two of many. The equipment today is advanced technologically, with much of the cutting being done by a laser cutter. The equipment operators must be willing to learn new skills as needed for new career opportunities.

A person must be 18 years old to work in the apparel industry, and the only training necessary is the operation of basic sewing equipment, such as the students are learning in this class. Many factories provide some on-the-job training, but the better a person's skills are to begin, the quicker his/her earnings will increase.

SEWING
EQUIPMENT
REPAIR PERSON

SEWING
EQUIPMENT
OPERATOR

TEXTILES TECHNOLOGY

TOPIC #10:	Textiles Occupational Skills	***TIME PERIOD:*** 3-6 Days

CORE STANDARD #2: Technology: The students will assess the relationship of technology to the home, community, and school/workplace.

CORE STANDARD #4: Careers: The students will explore careers related to family and consumer sciences, identifying skills which are applicable for both the home and the school/workplace, and the impact of career choices on family lifestyles.

OBJECTIVE: The students will demonstrate a beginning level of proficiency using the conventional (lockstitch) sewing machine, serger, and rotary cutter and mat as used in many textile-related occupations.

INDEPENDENT LIVING SKILLS (COMPETENCIES):

20.0001-0307	Demonstrate safe operation of a conventional sewing machine.
20.0001-0308	Demonstrate safe operation of a serger.
20.0001-0309	Demonstrate safe operation of a rotary cutter and mat.
20.0001-0428	Identify textile-related careers.

LIFE SKILLS:

* Lifelong Learning
* Complex Thinking
* Effective Communication
Collaboration
Responsible Citizenship
* Employability

RELATED CAREERS:	***OCCUPATIONAL CLUSTER:***
Custom Clothing Maker	Technical/Crafts; Family and Consumer Sciences
Fashion Designer	Artistic; Family and Consumer Sciences
Fashion Consultant Artistic:	Family and Consumer Sciences
Weaver	Artistic; Family and Consumer Sciences
Fashion Merchandiser	Business-Marketing/Sales; Family and Consumer Sciences
Textiles Designer	Artistic; Family and Consumer Sciences
Textiles Technician	Technical/Equipment Operation and Repair; Family and Consumer Sciences

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LIST OF STUDENT ACTIVITIES: ***SUPPLIES REQUIRED:***

NOTE: All of the projects in this topic require the following equipment and supplies:

1. Rotary cutter and mat
2. Serger
3. Conventional (lockstitch) sewing machine
4. Thread, scissors, fabric, rulers, etc.

▶ 1. Book Mark Project	Copies of student directions (10.11-10.14) Heavy felt or pellon fabric Cutting patterns (3 inches by 9 inches)
▶ 2. Table Pad Project	Copies of student directions (10.15-10.18) Fabric and pellon fleece for table pads Cutting patterns (8-inch and 8 1/2-inch square) Copies of design patterns (10.19-10.21)
▶ 3. Windsock Project	Copies of student directions (10.22-10.29) Fabric for windsocks Cutting patterns (6 inches by 13 inches, 3 inches by 18 inches) Lightweight nylon cord Drapery crinoline or tagboard strips Fabric glue sticks and a product to prevent fraying Copies of evaluation sheet (10.30) for each student
4. Additional Projects (Optional)	See pages 10.31-10.37
5. Identification of Related Careers	Career information (10.38-10.42) Career posters (10.43-10.49)

♦♦♦

PROCEDURE

CONCEPT: Learning to use equipment designed for use with textiles is a necessary skill for many textile-related careers and a useful skill for the home.

This topic covers the suggested projects for construction. The whole textiles unit is designed so it can be used in a round-robin method of instruction. The teacher may wish to rotate students through the different projects in small groups. Each student, or group of students, will need a copy of the student directions for each project. Laminating the pages of student directions or placing them in plastic sheet protectors will allow them to be used repeatedly without recopying.

The teacher will need to have the "Student Directions" and/or "Operating Rules" with the corresponding equipment in the classroom.

It is suggested that the teacher do a demonstration of each project for the students to watch. This allows the students to visually see anything that might not be clear in the written directions.

The cutting pattern sizes are given at the beginning of the instructions for each construction project. If these can be made of masonite or some type of hard plastic, it will facilitate the cutting by the students. The patterns will need to be marked to identify project, size, etc.

Below is a summary of the specific activities the students will do at the various work areas while completing the projects:

CONVENTIONAL SEWING MACHINE AREA

- Observe the teacher demonstration for using the sewing machine.
- Go over the directions for using the sewing machine (pages 9.12-9.15).
- Sew the "Crazy Stitching" practice fabric.
- Sew a regular stitch and basting stitch.
- Sew the decorative stitches on the bookmark.
- Zigzag the design on the table pad.
- Sew around the edges of the table pad.
- Sew the casing on the windsock.
- Sew the last seam on the windsock.

ROTARY CUTTER AND MAT AREA

- Observe the teacher demonstration for using the rotary cutter and mat.
- Go over the directions for using the rotary cutter and mat (page 9.26).
- Cut out the bookmark.
- Cut out the table pad (may be torn or precut, if preferred).
- Cut out the windsock (may be torn or precut, if preferred).

◆◆◆

SERGER AREA

- Watch the teacher demonstration for using the serger.
- Go over the directions for using the serger (page 9.27).
- Serge the edges of the table pad.
- Serge the seams of the windsock.
- Serge the edges of the windsock streamers.

◆ *1.* ***BOOKMARKS** (pages 10.11-10.14)*

Good, heavyweight felt or pellon needs to be used for the bookmarks to eliminate the fabric from getting caught in the feed dogs. Pellon comes in a number of colors and may be purchased in fabric stores that cater to customers interested in crafts. Denim also works well for this project.

It is recommended that one color thread be used on the top and another color thread be used on the bobbin so the students can see the relationship of the two threads in forming the stitch.

The teacher may prefer to precut the bookmark pieces to save classroom time. The teacher will need to insert the appropriate settings for the sewing machines in his/her classroom as indicated on the direction pages.

◆ *2.* ***TABLE PAD** (pages 10.15-10.18)*

These can be made from any type of mediumweight broadcloth. It may be possible that these could be made from some scrap fabrics found at home or school. Pellon fleece can be used for the filler. Some simple design patterns for the students to stitch are provided (pages 10.19-10.21).

◆ *3.* ***WINDSOCK** (pages 10.22-10.29)*

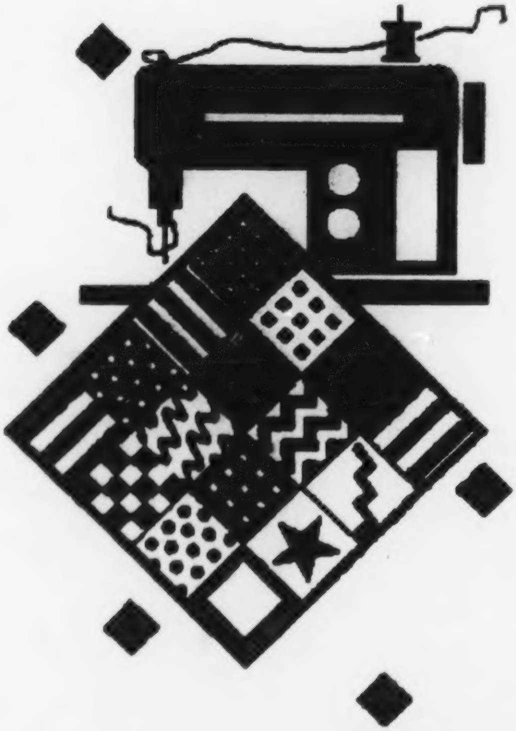
These can be made from any type of broadcloth or similar fabric. It is suggested that the teacher have two or three colors of fabric available for the windsocks—possibly the school colors. Each windsock takes approximately 1/2 yard of fabric total. Strips of drapery crinoline or tagboard can be used in the casing to provide shape. (The drapery crinoline is much more weather durable.) A lightweight nylon cord is recommended for making the windsock hanger (yarn isn't strong enough).

The directions provided for the windsock project are based on the use of fabric glue and a four-spool serger. They can be modified as necessary to accommodate other equipment and supplies. The teacher may prefer to precut the windsock pieces for the students in order to save classroom time.

4. **ADDITIONAL PROJECTS (Optional)**
For students who finish early, instructions for several other miniprojects have been included on pages 10.31-10.37. Other ideas are: the puppets from the Child Care unit and hair scrunchies.

5. **IDENTIFICATION OF RELATED CAREERS**
Using the career information (pages 10.38-10.42) and the career posters (pages 10.43-10.49), identify and discuss the careers related to the textile occupational skills.

SUMMARY: Many textile-related careers use various types of sewing equipment. This equipment may also be used in the home and classroom to produce useful items.



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CORE TEST QUESTION BANK

UNIT: **TEXTILES TECHNOLOGY**

TOPIC #10: **TEXTILES EQUIPMENT TECHNOLOGY**

20.0001-0307 ***Demonstrate safe operation of a conventional sewing machine.***

1. When you need to bring up the needle with the handwheel, you should:
   a.* Turn the wheel toward you
   b. Turn the wheel away from you
   c. It doesn't make any difference
   d. Push on the foot pedal quickly

2. When you turn the handwheel in the wrong direction:
   a. There is no wrong direction
   b. The machine sews backward
   c.* The machine bobbin locks and the thread tangles

3. To make the machine sew backward you need to:
   a. Turn the fabric around and sew forward
   b.* Change the position of one of the selector controls
   c. Pull the fabric toward you real hard

4. It doesn't really matter how you thread the machine as long as you get the needle threaded.
   a. True
   b.* False

5. The presser foot should be __________ while you are sewing.
   a.* Lowered
   b. Raised

6. To control the fabric as it feeds through the machine, it is best to keep your fingers:
   a. In front of the presser foot
   b. On the left side of the presser foot
   c. On the right side of the presser foot
   d.* A few inches away from the presser foot

◆◆◆

TEST QUESTIONS

7. The take-up lever should be ______ before you lift the presser foot lever and pull the fabric from the machine.
   a.* Up at the top position
   b. Down at the bottom position

8. Before you start to sew, be sure the lower and upper machine threads are:
   a. Above the presser foot and pulled toward the front
   b. Under the presser foot and pulled toward the front
   c.* Under the presser foot and pulled toward the back
   d. Above the presser foot and pulled toward the back

9. "Backstitching" means:
   a. To sew backward across the fabric
   b.* To stitch in reverse three or four stitches at the beginning and the end of a seam
   c. To stitch on the back side of the fabric
   d. To sew on the machine at the back of the room

20.0001-0308 Demonstrate safe operation of a serger.

1. The serger _______ sew over pins like a conventional sewing machine.
   a. Can
   b.* Cannot

2. The serger operator needs to be very sure his/her fingers are in a safe position ______ pressing the foot control lever.
   a. Before
   b. After
   c. While
   d.* Before, after, and while

3. While you are learning to use the serger, it is a good idea to:
   a. Go as fast as possible so you can get through
   b.* Go slowly at first until you get used to it
   c. Try to finish before everyone else

4. If the serger doesn't seem to be stitching correctly or a thread breaks, it is best to:
   a. Ask the student next to you to try to fix it
   b. Try to fix it yourself before checking with the teacher
   c.* Leave it alone and call the teacher to fix it
   d. Leave without telling the teacher something is wrong
   e. Step on the foot control and pull the thread tail

♦♦

TEST QUESTIONS

20.0001-0309 *Demonstrate safe operation of a rotary cutter and mat.*

1. The main advantage of using a rotary cutter and mat is:
    a. It is very easy to cut your fingers
    b. It costs less than scissors
    c.* It cuts fabric quickly and smoothly

2. The main disadvantage of using a rotary cutter and mat is:
    a.* It is very easy to cut your fingers
    b. It costs less than scissors
    c. It cuts fabric quickly and smoothly

3. While using the rotary cutter and mat, you should:
    a. Keep your fingers as close to the cutting edge as possible
    b.* Keep your fingers back away from the cutting edge
    c. Keep your eyes on the pattern rather than the cutting edge

4. The rotary cutter and mat work best when used on a:
    a.* Flat surface
    b. Rounded surface
    c. Wood surface
    d. Bumpy surface

5. A _______ is a small piece of equipment that is frequently used with the rotary cutter and mat to help with accuracy and safety.
    a. Measuring tape
    b. Pencil
    c.* Large clear plastic ruler
    d. Pin cushion

6. When using a rotary cutter, the guard should be left up:
    a.* When you are actually cutting fabric
    b. When you put the cutter in the drawer at night
    c. When you are handing the cutter to another student
    d. When you are changing the position of the fabric

♦♦

TEST QUESTIONS

20.0001-0428 Identify textile-related careers.

1. There aren't very many careers that require a knowledge of textiles information and/or clothing construction skills.
   a. True
   b.* False

2. The textile industry is much different today than it was 25 years ago--it is constantly changing.
   a.* True
   b. False

3. Textile-related careers can:
   a. Provide goods
   b. Provide products
   c. Provide services
   d.* Provide goods, products, or services

4. There are ________ opportunities for part-time employment in the textile industry.
   a.* Many
   b. Some
   c. Few
   d. No

5. Textile-related careers tend to require:
   a. Very little physical work and very little mental work
   b. Very little physical work and a lot of mental work
   c. A lot of physical work and very little mental work
   d.* A lot of physical work and a lot of mental work

6. The beginning wages for most jobs in the textile industry are:
   a. Above minimum wage level
   b.* Minimum wage level
   c. Below minimum wage level

7. Learning to use equipment designed for use with textiles is ____________ for all persons in most textile-related careers.
   a. Not necessary
   b. Helpful
   c.* Necessary

◆◆

TEST QUESTIONS

8. Textile-related industries hire __________ to be machine operators.
   a. Women only
   b. Men only
   c.* Both men and women

9. "Assembly line production" is when:
   a.* Each person does only one part of the construction process on many copies of the same article
   b. Each person sews a garment completely by himself/herself
   c. Each person goes to an assembly before they start sewing and learns how to sew a garment

BOOKMARK INSTRUCTIONS

This project gives you the opportunity to:

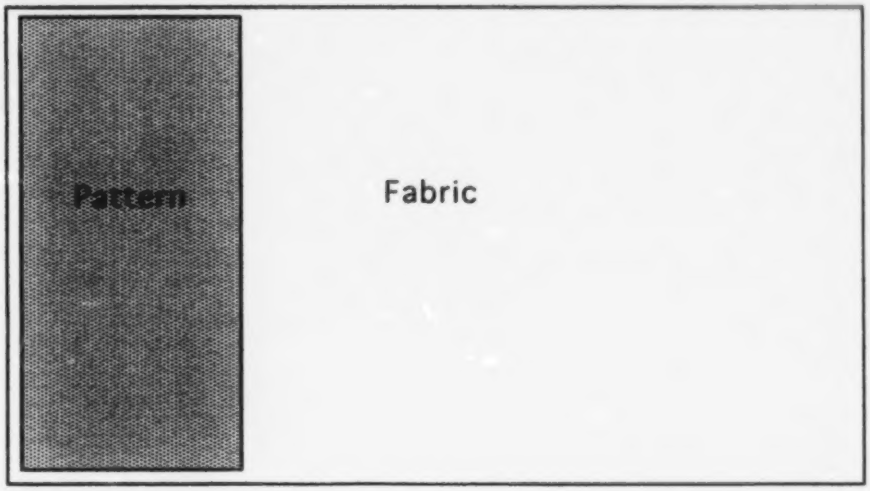
LEARN:	How to use a conventional sewing machine.
DEVELOP:	Skill in stitching straight.
EXPERIENCE:	Independent use of the sewing machine.
PRODUCE:	A bookmark for you or a gift for a friend.

SUPPLIES NEEDED:
- Bookmark fabric
- Rotary cutter and mat
- 6-inch wide plastic ruler
- Threaded sewing machine
- (Thread should be a different color than your bookmark.)

(The teacher may have these supplies already in a packet for you.)

DIRECTIONS FOR CUTTING OUT A BOOKMARK:

Step 1: Place the pattern provided by your teacher on the edge of your fabric as shown below. Be sure the edge of the pattern lies straight along the edge of the fabric.

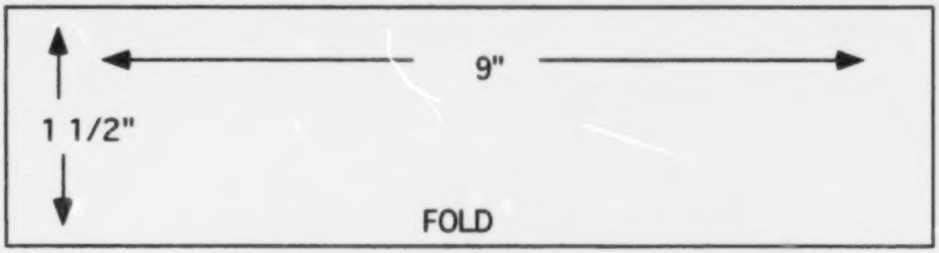


Step 2: Place the rotary cutter at the bottom of the pattern. Press firmly. Guide the cutter as it rolls along the edges of the pattern. Cut around the edges of the pattern. Check to be sure the cutter has cut completely through the fabric(s).

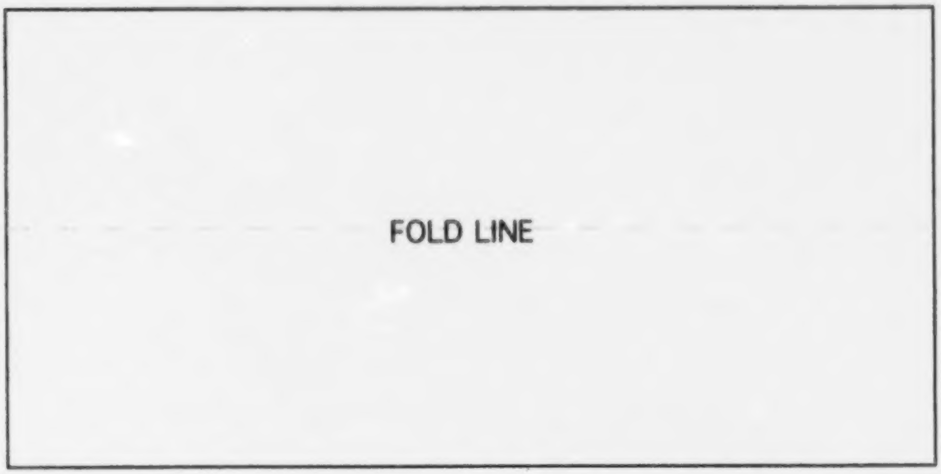
BOOKMARK INSTRUCTIONS - PAGE 2

DIRECTIONS FOR SEWING A BOOKMARK:

Step 1: Fold the 3-inch by 9-inch piece of fabric in half so it will measure 1½ inches wide by 9 inches long. Crease along the fold with your fingers or press it with an iron set on medium heat or permanent press.



Step 2: Open the folded fabric and center the machine needle on the crease at one end of the fold.



Step 3: Set the following controls on the sewing machine for a decorative stitch:

a. Stitch width control: _____(maximum width)

b. Stitch length control: _____(long stitch)

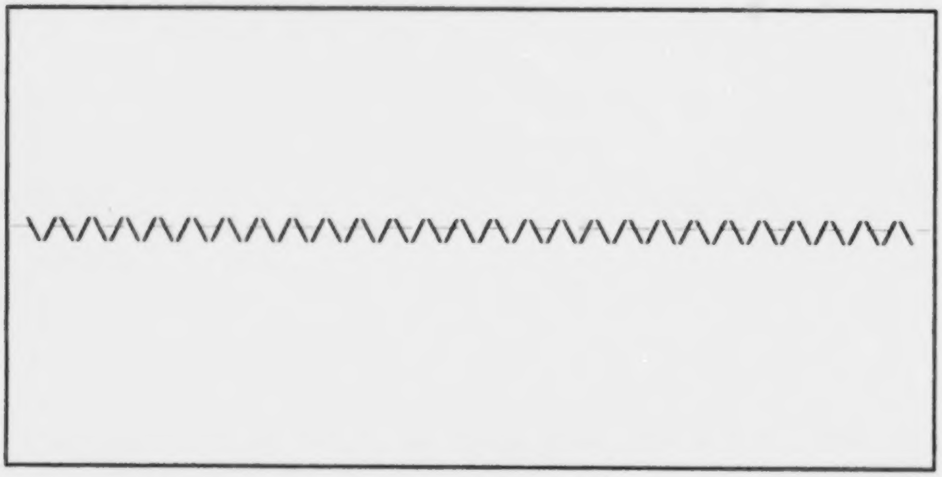
c. Needle position: center

d. Stitch pattern selector: zigzag or decorative stitch.

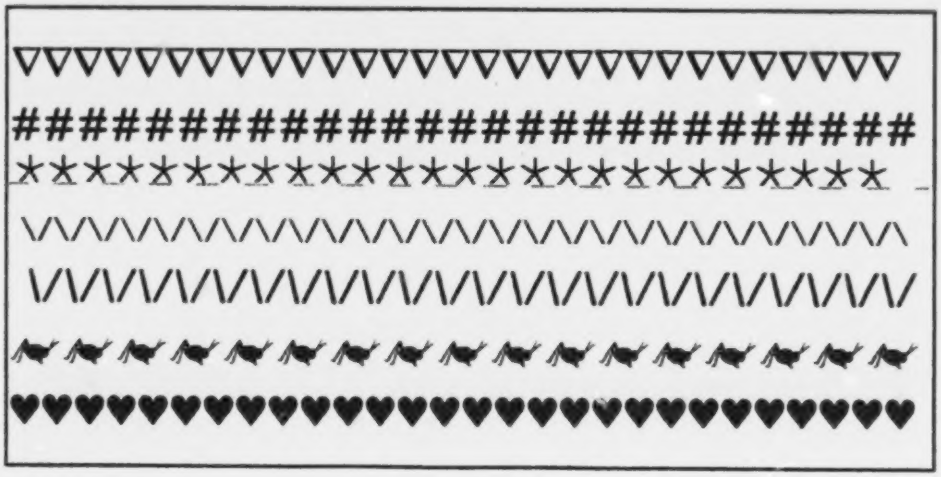
BOOKMARK INSTRUCTIONS - PAGE 3

Step 4: Sew down the fold line (center) of the fabric with a zigzag (or decorative) stitching using the crease as a guide.

Use the presser foot as a guide to help you sew evenly!
DO NOT BACKSTITCH!
Trim your excess threads as you sew each line of stitching.

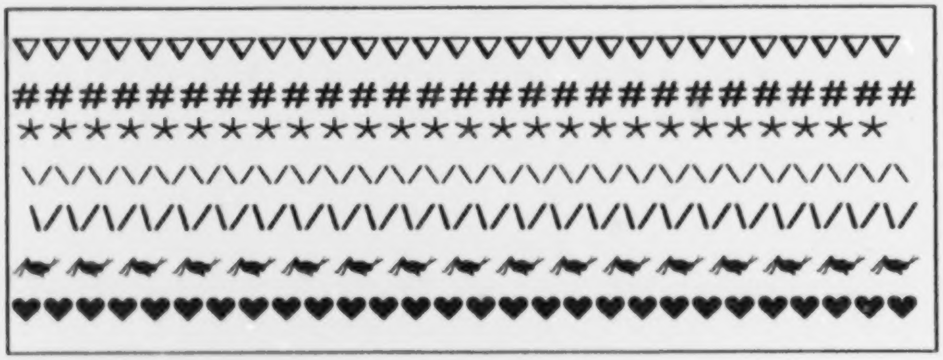


Step 5: Continue making rows of decorative stitching on your bookmark, using as many different stitches and settings as possible. Be creative as you add the rows of stitching, working from the center out to the edges. Try to keep your lines of stitching evenly spaced.

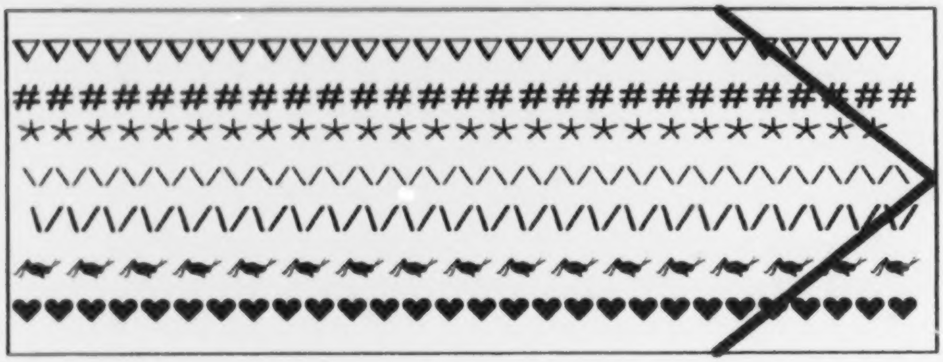


BOOKMARK INSTRUCTIONS - PAGE 4

Step 6: Trim the edges of the bookmark with the rotary cutter close to the last row of decorative stitching on each side.



Step 7: Cut a point on one end of the bookmark and a straight edge on the other end. (Or, cut a point on both ends.)



USE YOUR BOOKMARK AND ENJOY A GOOD BOOK,
OR GIVE THE BOOKMARK TO A FRIEND!

TABLE PAD INSTRUCTIONS

Have you ever noticed the fancy stitches on jeans or other articles of clothing? These stitches are done on a sewing machine that does special types of stitches. You will now have an opportunity to try one of the special stitches on your sewing machine. You will be sewing your designed fabrics together to form a table pad to put hot dishes on.

This project gives you the opportunity to:

LEARN:	Use of sewing machine, serger, and rotary cutter
DEVELOP:	Skill in stitching straight and stitching zigzag
EXPERIENCE:	Independent use of the sewing machine, serger, and rotary cutter
PRODUCE:	A table pad for your kitchen.

To complete this activity, you will need:

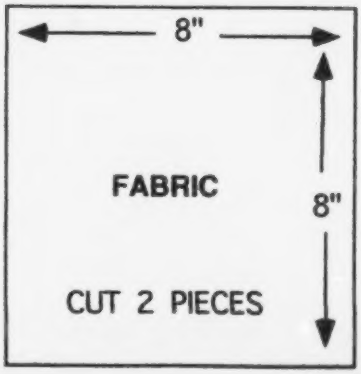
- 2 - 8-inch by 8-inch fabric pieces
- 1 - 8 ½ -inch x 8 ½-inch pellon fleece
- Sewing pins
- Thread

(The teacher may have these supplies already in a packet for you.)

DIRECTIONS FOR CUTTING OUT YOUR TABLE PAD:

Step 1: Cut two (2) pieces of fabric 8 inches by 8 inches in size. Place the pattern on the edge of the fabric and use the rotary cutter to go around it.

Step 2: Cut one (1) or two (2) pieces of pellon fleece 8 ½ inch by 8 ½ inch for filling.
(It's easier to sew with just one piece.) Again, place the pattern on the edge of the filling fabric and use the rotary cutter to go around it.



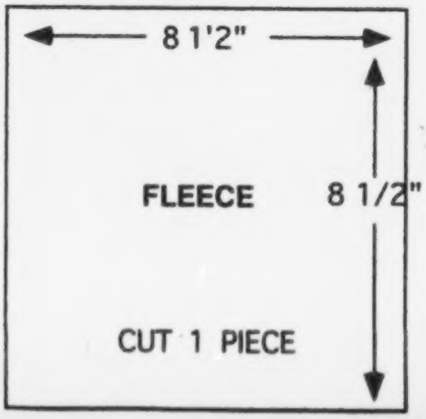
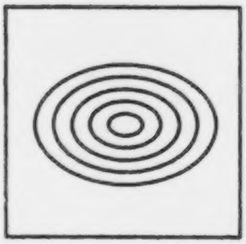


TABLE PAD INSTRUCTIONS - PAGE 2

DIRECTIONS FOR SEWING YOUR TABLE PAD:

Step 1: Draw or trace a simple design provided by your teacher on the right side of one piece of fabric with chalk or a marking pencil. (Or, you can be creative and draw your own design or your initials.)

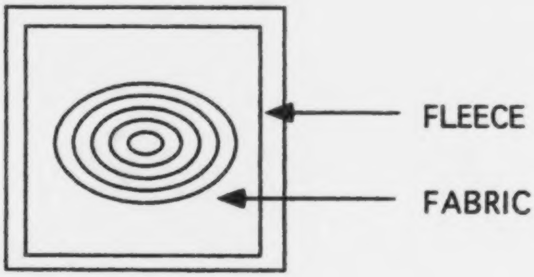


Step 2: Put the pieces together like a sandwich in this order:

a. Lay one of your fabric pieces on the table, right side down.

b. Lay the pellon fleece piece(s) on top of the fabric piece.

c. Lay the other fabric piece with the design on top of the pellon fleece, right side up.



Step 3: Line up the edges of the fabrics and pin them together as shown.

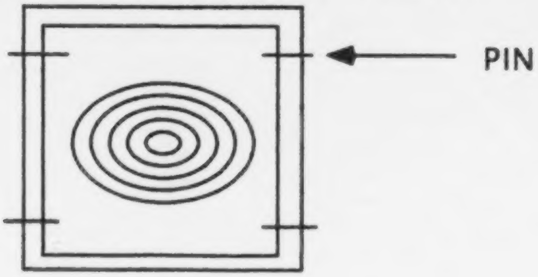


TABLE PAD INSTRUCTIONS - PAGE 3

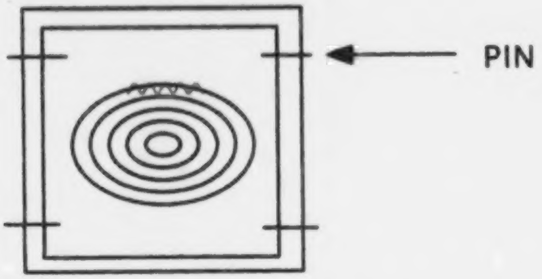
Step 4: Set your machine to do a zigzag stitch.

Width selector: _____

Length selector: _____

Needle Position: Center

Step 5: Carefully stitch around the design you drew on the fabric using the zigzag stitch. Pivot at any corners as needed. DO NOT BACKSTITCH, BUT OVERLAP THE DESIGN AT THE END! (You will be stitching through three or four thicknesses.) Trim your threads.



Step 6: Set the machine dials for a basting (straight) stitch.

Width selector: _____

Length selector: _____

Needle Position: Center

Step 7: Place the table pad under the presser foot. The edge of the fabric should line up with the 3/8-inch seam allowance marking on the needle plate.

Step 8: Lower the presser foot lever and baste (sew) around the entire outside edge of your table pad, removing any pins before you sew over them, and pivoting at the corners. Trim your threads.

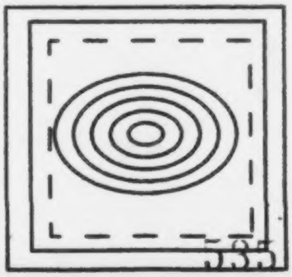
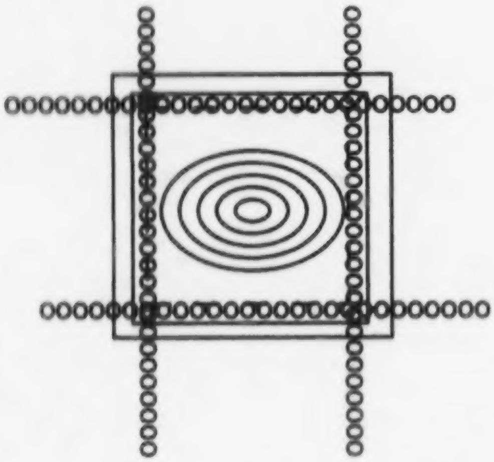


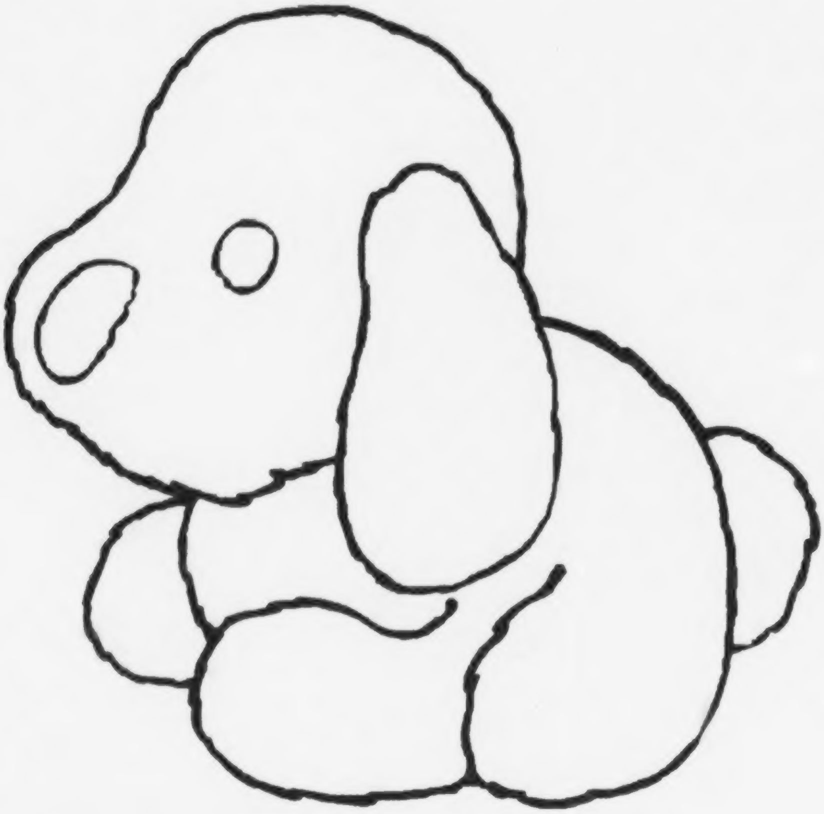
TABLE PAD INSTRUCTIONS - PAGE 4

Step 9 Go to the serger and serge each of the edges, following along the 3/8-inch stitching line, and chaining off at each corner. Trim threads or tie off ends with darning needles.



YOU HAVE JUST COMPLETED YOUR PROJECT!! GOOD WORK!!
TAKE YOUR TABLE PAD HOME TO USE WITH YOUR FAMILY
OR USE IT AS A GIFT FOR SOMEONE!

TABLE PAD DESIGNS - PAGE 1



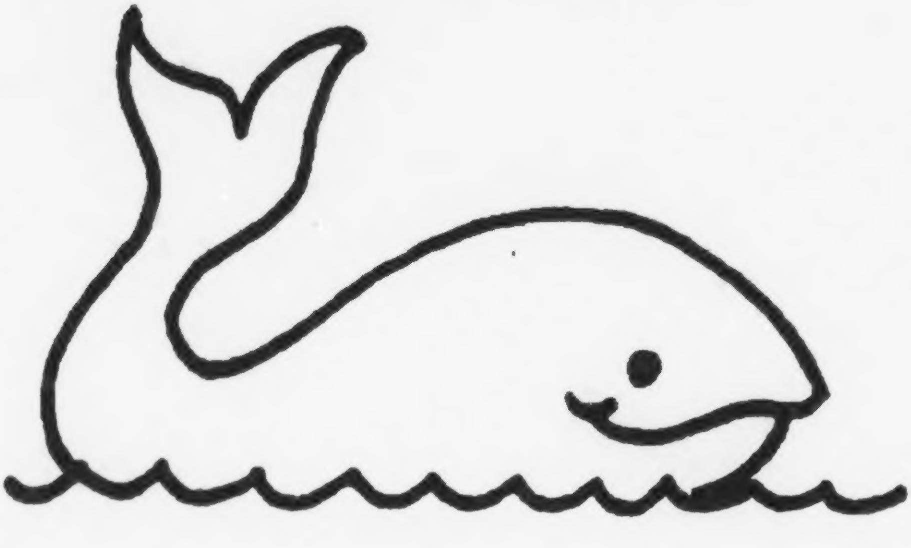
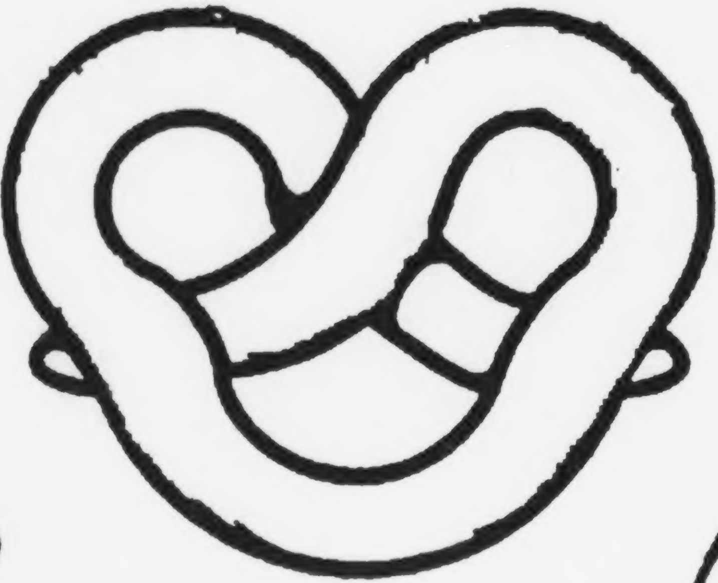
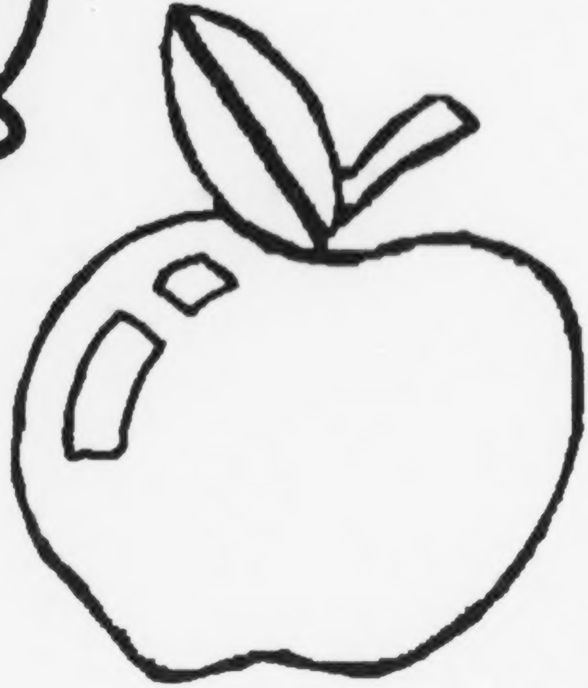


TABLE PAD DESIGNS - PAGE 2





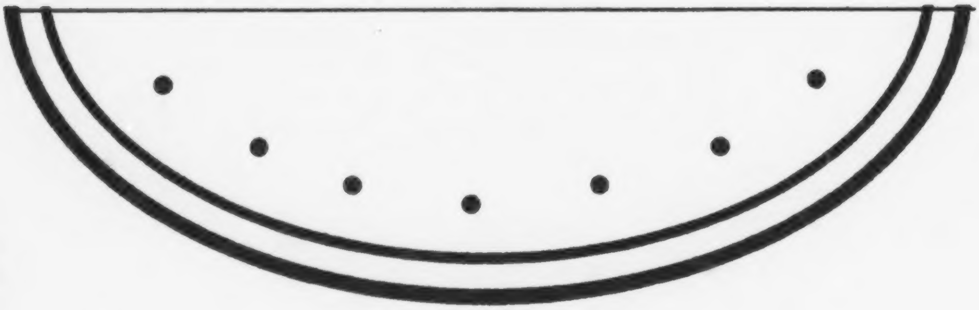
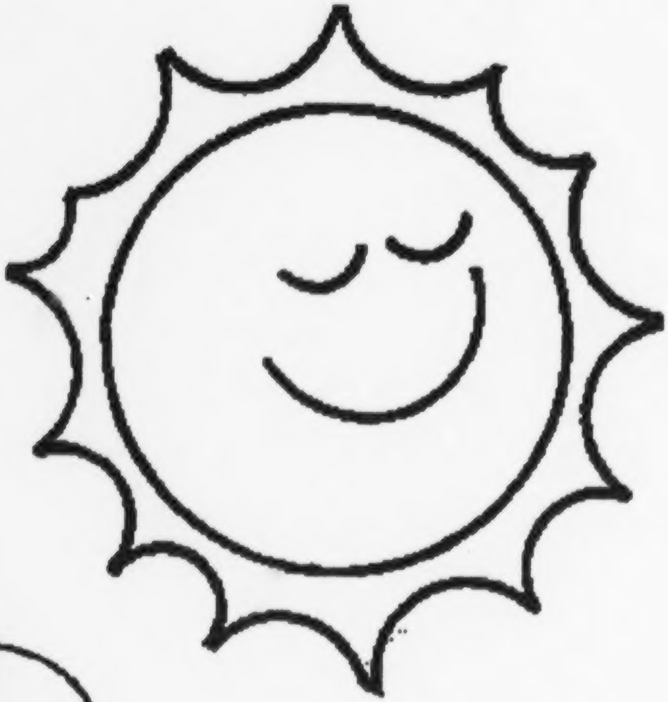
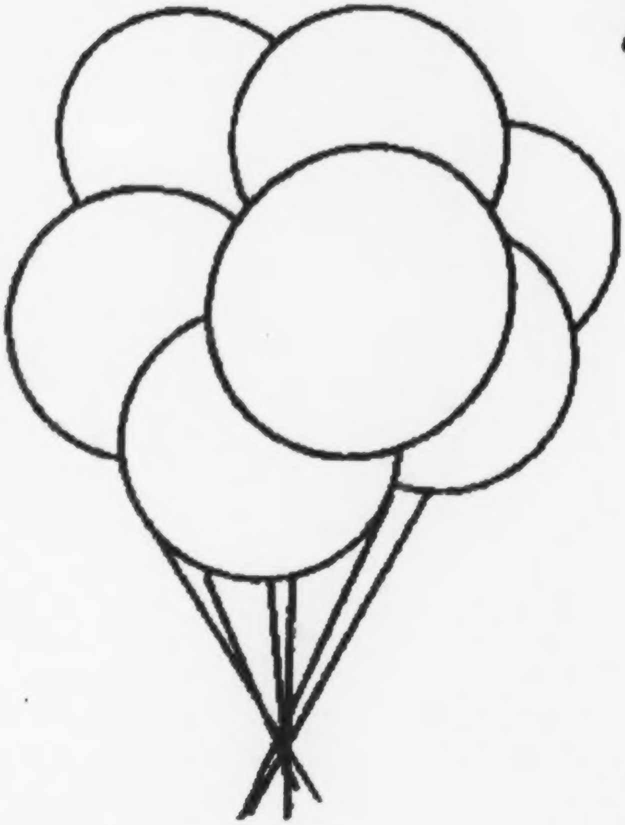


TABLE PAD DESIGNS - PAGE 3





WINDSOCK INSTRUCTIONS

This project gives you the opportunity to:

LEARN:	Use of sewing machine, serger, and rotary cutter
DEVELOP:	Skill in stitching straight, and stitching zigzag
EXPERIENCE:	Independent use of the sewing machine, serger, and rotary cutter
PRODUCE:	A windsock for your room or patio

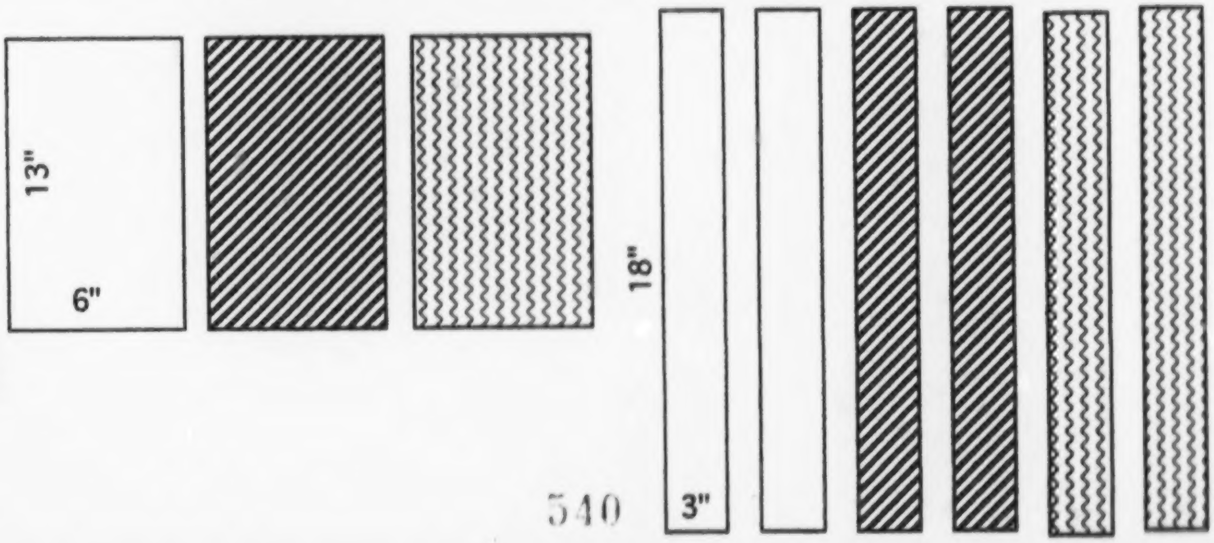
SUPPLIES NEEDED:

- 3 pieces of fabric - 6 inches by 13 inches (one piece of three different colors for the windsock body)
- 6 pieces of fabric - 3 inches by 18 inches (two pieces each of three different colors for the windsock streamers)
- 1 piece of crinoline or tagboard ½ inch wide by 13 inches long
- Thread
- Fabric glue stick
- 3 pieces of lightweight nylon cord, 30 inches long

(The teacher may have these supplies already in a packet for you.)

DIRECTIONS FOR CUTTING OUT YOUR WINDSOCK:

Step 1: Cut out the nine pieces of fabric needed to complete your windsock. The pieces and sizes are listed above and are diagrammed below.

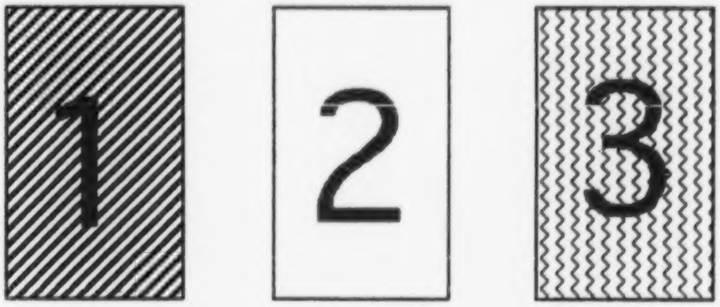


WINDSOCK DIRECTIONS - PAGE 2

DIRECTIONS FOR ASSEMBLING YOUR WINDSOCK:

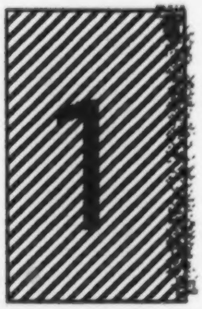
Step 1: Determine the right and wrong side of the fabric and write your initials on the wrong side of each piece with chalk or pencil. (If the fabric looks the same on both sides, mark the same side on all the pieces.)

Step 2: Take the three 6-inch by 13-inch pieces and decide on the order you want the colors. Number the pieces on the wrong side with chalk. These three pieces form the body of your windsock.

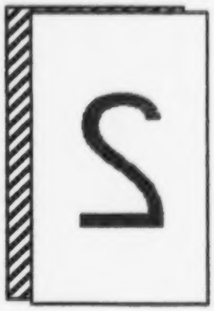


Step 3:
- a. Apply a thin layer of fabric glue to the long edge of the 6-inch by 13-inch piece of fabric marked #1 (on the right side).
- b. Lay the #2 6-inch by 13-inch piece of fabric on top, right sides together.
- c. Press the two pieces together firmly so the glue will stick. Allow the fabric glue to dry a few minutes.

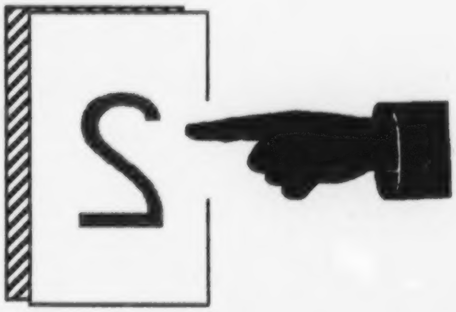
3a.



3b.

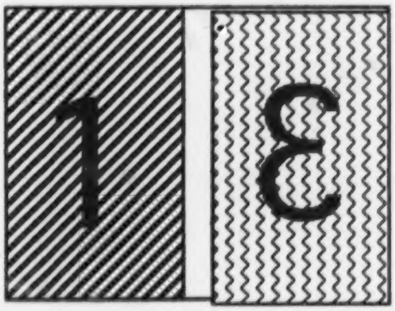


3c.

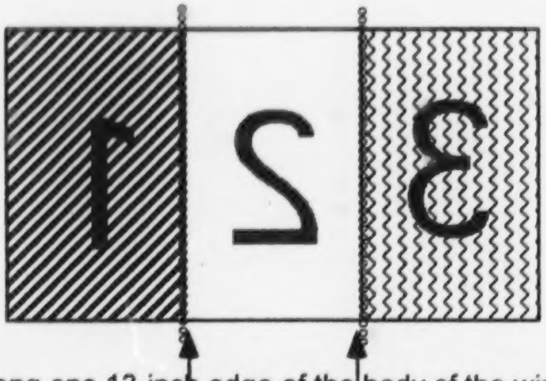


WINDSOCK DIRECTIONS - PAGE 3

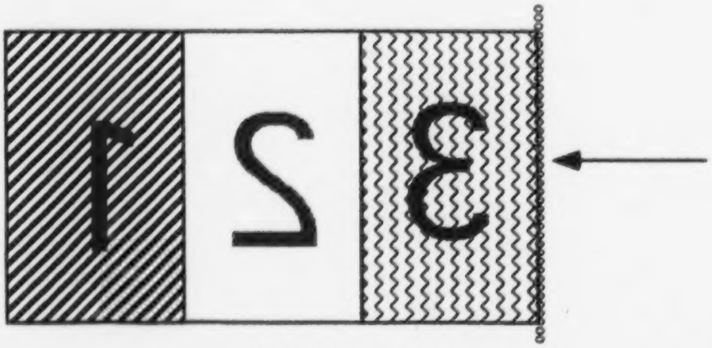
Step 4: Position and glue the #3 piece of fabric to the long edge of the #2 piece, again putting right sides together. Allow the fabric glue to dry a few minutes.



Step 5: Serge along the two seams, stitching right along the edge. Pull the chained-off threads to form a knot. Trim threads.



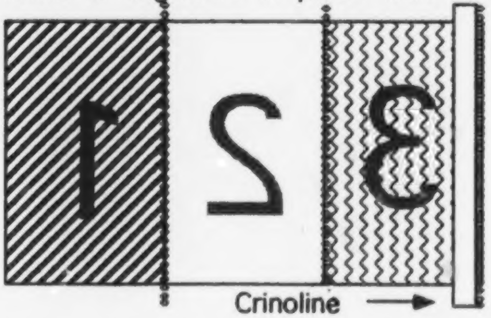
Step 6: Serge along one 13-inch edge of the body of the windsock and trim the threads. This will be the top edge of the windsock.



WINDSOCK DIRECTIONS - PAGE 4

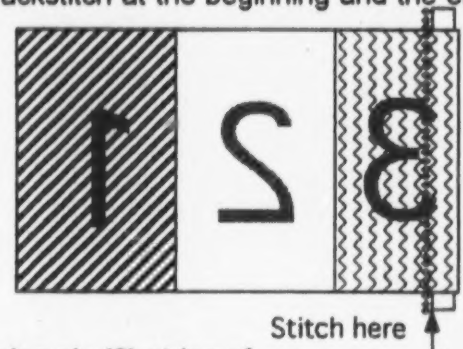
Step 7:

a. Lay the windsock body on the table with the wrong side facing up.
b. Place the piece of crinoline or tagboard along the top just under the serged stitching.
c. Glue the crinoline or tagboard in place with a thin layer of fabric glue.

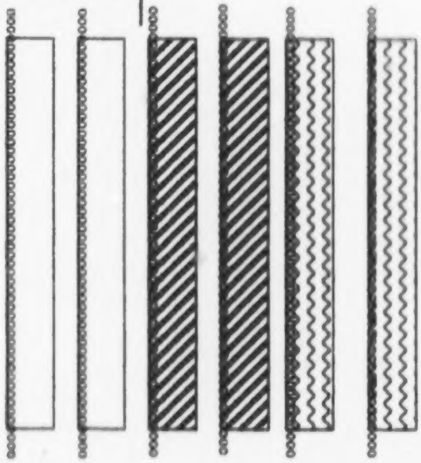


Step 8:

a. Fold the crinoline or tagboard and the top of the windsock down 3/4 inches, folding along the bottom edge of the crinoline or tagboard. This forms a fabric casing for the crinoline or tagboard.
b. Use a straight stitch on the conventional sewing machine and sew just inside the serged edge and follow the edge of the crinoline or tagboard.
c. Be sure to backstitch at the beginning and the end of the seam. Trim threads.



Step 9: Take the remaining six (6) strips of fabric you have cut out and serge down the length of the fabric pieces with the wrong side up. (Serge one at a time.) These pieces will be your windsock streamers.

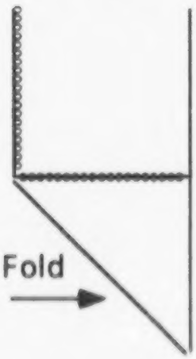


WINDSOCK DIRECTIONS - PAGE 5

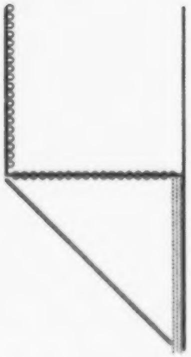
Step 10:

a. Finish the bottom of each streamer by folding the bottom left corner until it matches the right edge of the fabric and forms a point at the bottom right corner. The wrong sides of the fabric should be on the inside of the fold.
b. Apply a thin layer of fabric glue to the edge and press the fabric pieces together.
c. Now serge along the right edge of the streamer pieces, sewing the folded part into the seam.
d. Apply a product that prevents fraying on each point and let it dry before trimming the threads at the point.

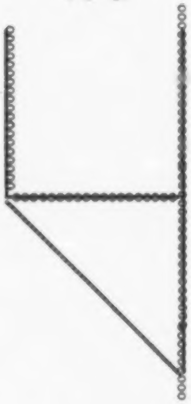
10 a.



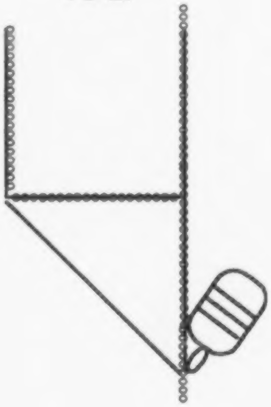
10 b.



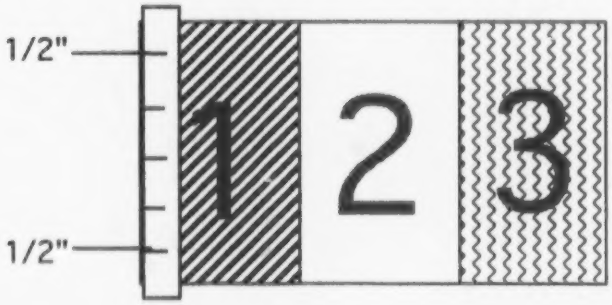
10 c.



10 d.



Step 11: Lay the body of the windsock on a flat surface with the right side up. On the bottom, measure ½ inch from each edge and mark with chalk or pencil.



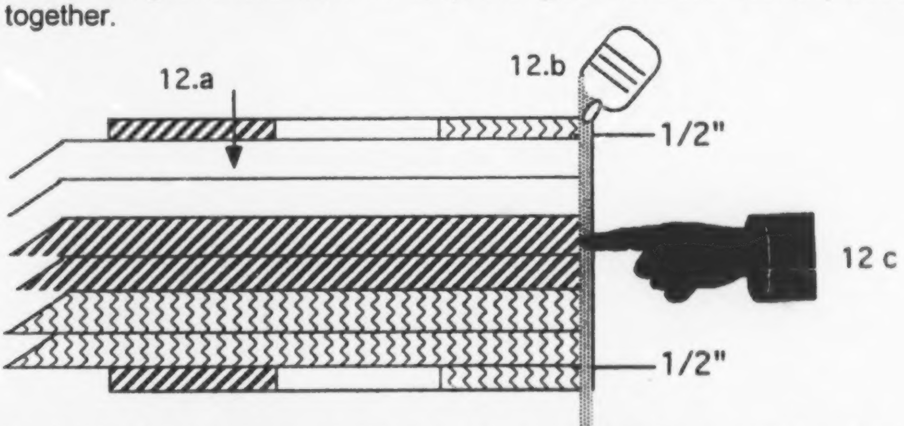
WINDSOCK DIRECTIONS - PAGE 6

Step 12:

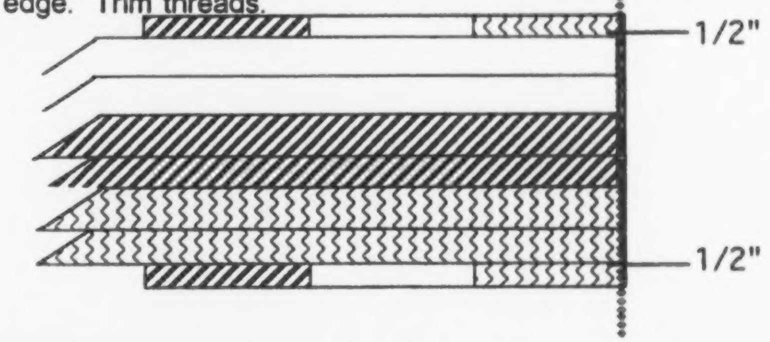
a. With right sides together (windsock body and windsock streamers), place the top of the streamers along the bottom edge of the windsock body between the 1/2-inch marks, and overlap the streamers to fit into the space. (The streamers should be laying on top of the body, with wrong sides facing up.)

b. Apply a thin layer of fabric glue to the top of each streamer and lay it in place, pressing firmly.

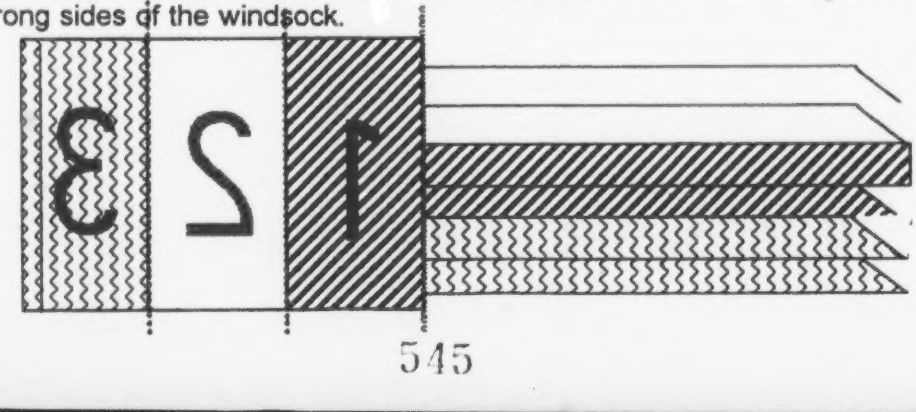
c. Press along this seamline to help the glue hold the fabric pieces together.



Step 13: Serge the windsock streamers onto the body of the windsock, stitching right along the edge. Trim threads.

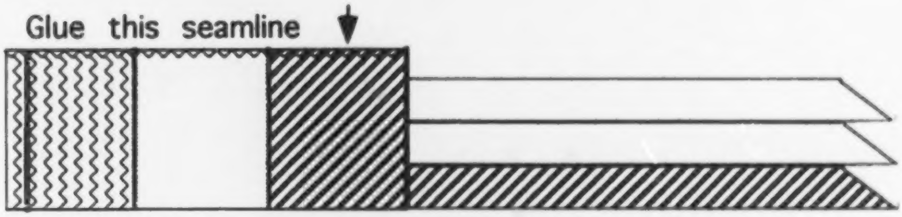


Step 14: Press the seams toward the top of the windsock. Press both the right and wrong sides of the windsock.

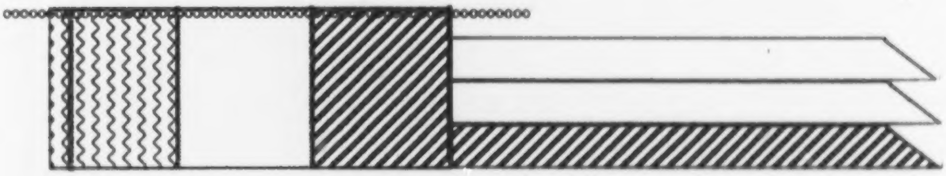


WINDSOCK DIRECTIONS - PAGE 7

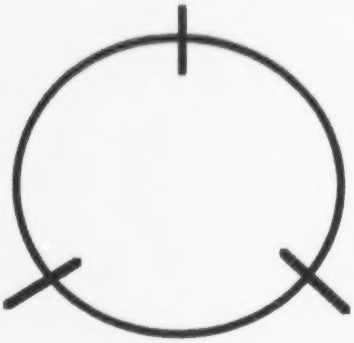
Step 15: To close the windsock, fold the windsock body in half with right sides together. Be sure the edges are even. Apply a thin layer of fabric glue to the edge of one piece of fabric and press edges together firmly, again lining up the edges.



Step 16: Serge along the 1/2-inch seam line.
NOTE: You will be serging through the crinoline or tagboard, so sew slowly and be very careful!
Secure and trim threads. Turn the windsock right side out.

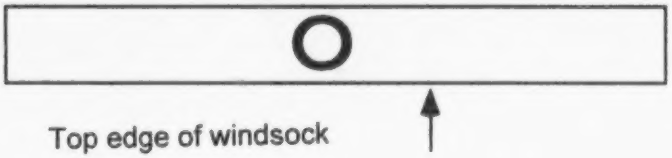


Step 17: Measure the circumference of the top of your windsock and divide by three (3). Now measure from your seam and mark the three points along the top of your windsock. (For example: A 12-inch circumference divided by 3 equals 4 inches for each part. The marks would be at 4 inches, 8 inches, and 12 inches.)

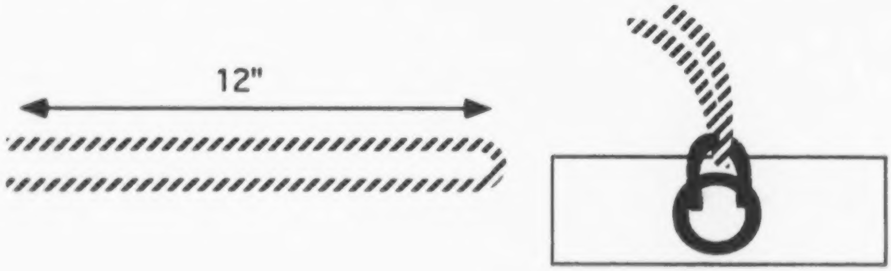


WINDSOCK DIRECTIONS - PAGE 8

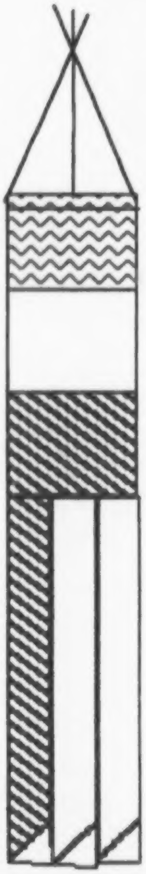
Step 18: Use a hole punch (hand-type) and punch three holes through the hem and crinoline area. Punch the holes at the three points marked.



Step 19: Cut three (3) pieces of nylon string 30 inches long. Fold each string in half, and thread the loop end of the folded strings through the holes. Then pull the other two end pieces through the loop. Keep the string ends even and pull until the knot is formed. This is called a rya (ri uh) knot.



Step 20: Pull all three pieces of nylon string together at the top and tie them in a knot. Trim the ends so they are even.



CONGRATULATIONS!
You have just completed your T-L-C windsock!
Please complete your evaluation sheet and turn it in with your windsock.

Name________________________ Hour_________ Date________________________

WINDSOCK PROGRESS AND EVALUATION SHEET

THIS WORKSHEET WILL HELP YOU:
1. PLAN YOUR WORK
2. EVALUATE YOUR WORK ON YOUR WINDSOCK

AT THE END OF EACH CLASS PERIOD, PLEASE RECORD YOUR PROGRESS ON THIS PAPER. WRITE IN THE DATE YOU COMPLETE EACH STEP ALONG WITH A GRADE FOR YOURSELF (1 POOR - 5 EXCELLENT). DON'T FORGET! YOU'LL BE SURPRISED HOW QUICKLY YOU CAN LEARN TO SEW!

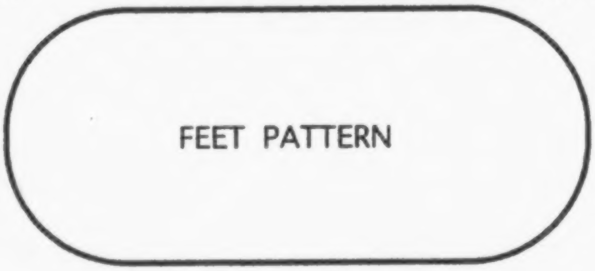
		STUDENT GRADE	**TEACHER GRADE**	**DATE**
1.	GATHER NECESSARY SUPPLIES FOR WINDSOCK			
2.	MARK RIGHT AND WRONG SIDES WITH INITIALS			
3.	SERGE BODY PIECES TOGETHER			
4.	MAKE CASING			
5.	SERGE STREAMER SIDES			
6.	MAKE STREAMER POINTS			
7.	SERGE STREAMERS TO BODY			
8.	SERGE BODY TOGETHER			
9.	ATTACH NYLON STRINGS			

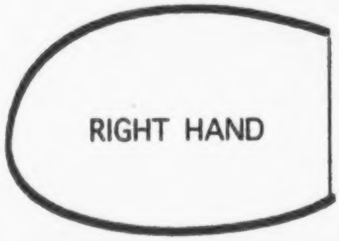
JELLY BELLY BAG
OPTIONAL/ADDITIONAL SEWING PROJECT

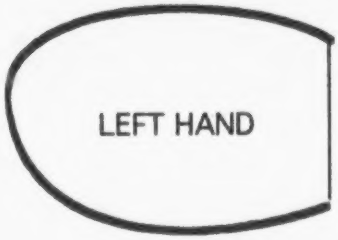
SUPPLIES NEEDED:
- 1 piece of fabric 5 inches by 15 inches
- 2 - 3/4-inch buttons (or 10mm EZ glue eyes)
- 1 - 1/2-inch button (or pom-pom)
- (Hot glue)
- 18-inch ribbon or cord or shoelace (1/8 inch to 1/4 inch wide)

CUTTING AND SEWING INSTRUCTIONS:

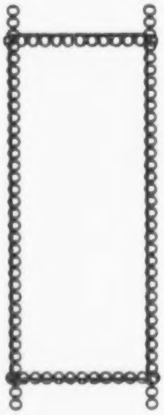
1. Cut out two (2) felt hands and two (2) felt feet.



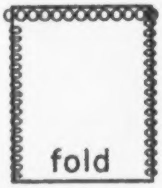


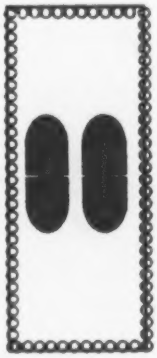


2. Cut out one (1) body piece - 5 inches by 15 inches. Serge around entire body piece; trim threads.

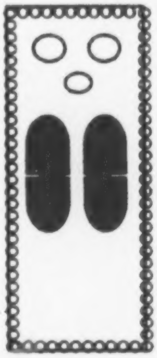


3. Fold the body piece in half with wrong sides together. Press the center fold. Open fabric flat, right side up, and pin the felt feet in place on fold line. Stitch feet in place, stitching along fold line. Be sure to backstitch at the beginning and the end of the stitching.



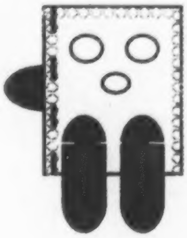


4. Place the eyes and nose in place on the top half of the fabric above the fold. If buttons are used, sew them on. If EZ eyes and pom pom are used, hot glue in place.

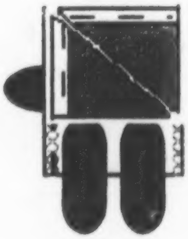


JELLY BELLY BAG - PAGE 2
OPTIONAL/ADDITIONAL SEWING PROJECT

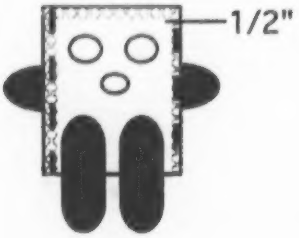
5. Fold fabric in half again, with wrong sides together. Place one (1) hand between front and back pieces, halfway between the top and bottom. Pin in place and stitch down the center of the serged line with a regular length straight stitch. Backstitch at the beginning and the end.



6. Fold the top edge down ½ inch to the inside and pin in place. Stitch along the center of the serged line with a straight stitch. Backstitch at the beginning and the end. The folded part will be your casing for the ribbon.

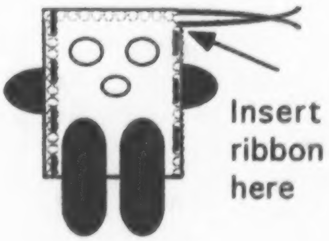


7. Place the other felt hand between the front and back pieces on the other side, making sure the hand is even with the other one. Again, pin in place and stitch along the center of the serged line, backstitching at the beginning and the end. BUT, ONLY SEW UP TO THE EDGE OF THE SERGED STITCHING AT THE TOP. DO NOT SEW TO THE EDGE!



8. Insert ribbon, cord, or shoelace through opening on casing. Pull ribbon through with a small safety pin. (Be sure to return the safety pin to the teacher's desk. Thanks!)

Fill with your favorite things!

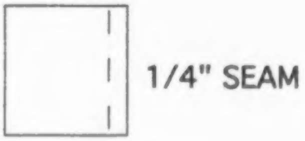


MINIATURE PILLOW
OPTIONAL/ADDITIONAL SEWING PROJECT

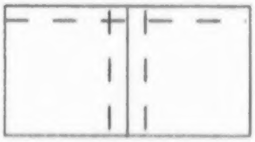
SUPPLIES NEEDED:
- 8 3-inch squares
- Thread
- Filling

CUTTING AND SEWING INSTRUCTIONS:

1. Sew two of the pieces together by placing the right sides together and sewing a 1/4-inch seam. Sew two more pieces together the same way.

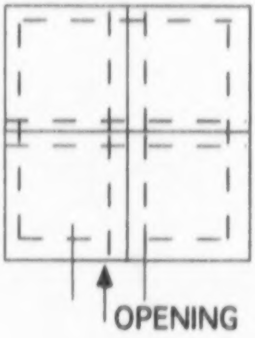


2. Sew the other four pieces together the same way.



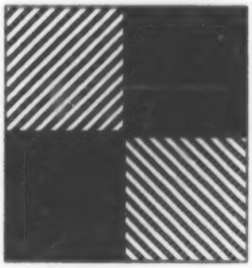
3. Take two of the sewn pieces and sew them together on the long edge by putting right sides together and sewing a 1/4-inch seam. Then sew the other two pieces together the same way. Press seams open.

4. Put the two pieces that you have now, right sides together, with edges matching all the way around. Pin together in a few places.



5. Sew a 1/4-inch seam around the outside edges as shown, except for the 2-inch opening. Backstitch at the beginning and the end.

6. Clip corners. Turn pillow right side out and press with a wet press cloth or steam iron. Stuff with filling and sew the 2-inch opening closed with a needle and thread.



TEDDY BEAR ORNAMENT
OPTIONAL/ADDITIONAL SEWING PROJECT

SUPPLIES NEEDED:
- Felt fabric(s) and thread
- Felt scraps for stomach, nose, eyes, ears, legs
- Glue stick

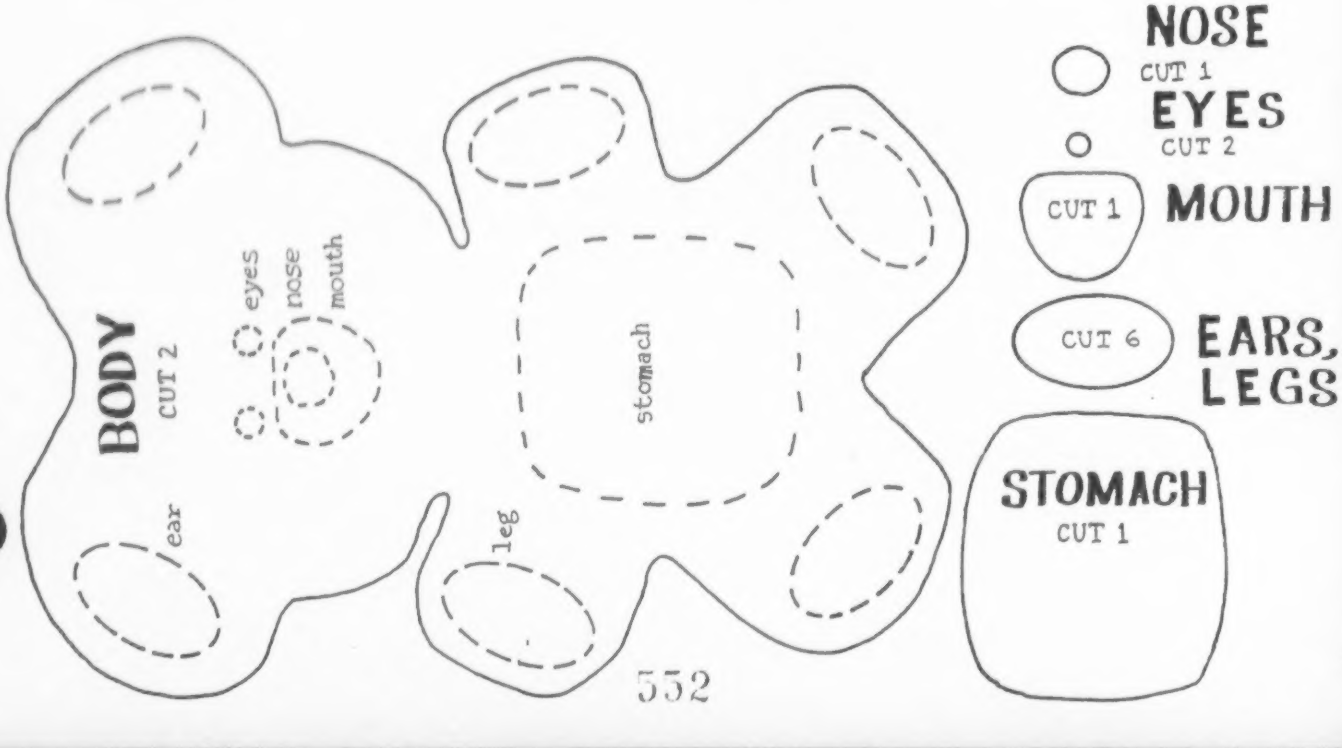
CUTTING AND SEWING INSTRUCTIONS:

1. Pin the pattern pieces on the fabric and cut them out carefully. Be sure to cut the number indicated on the pattern piece.

2. Glue the nose, eyes, mouth, ears, feet, and stomach pieces on the right side of the front body piece of your ornament. Allow glue to dry for a few minutes while you are threading your machine.

3. Set your machine on a very short, narrow zigzig stitch and sew around each of these pieces. Overlap your stitching a bit when you get back to where you started.

4. Pin the two body pieces together and with a straight stitch, sew 1/4 inch from the edge around the body. Pivot and turn corners as need. Trim threads.


NOSE
CUT 1
EYES
CUT 2
CUT 1
MOUTH
CUT 6
EARS, LEGS
STOMACH
CUT 1
BODY
CUT 2
eyes
nose
mouth
stomach
ear
leg

DRAWSTRING BAG
OPTIONAL/ADDITIONAL SEWING PROJECT

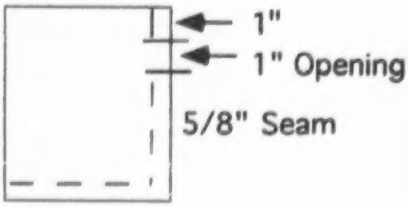
SUPPLIES NEEDED:

- Fabric
- Thread
- Ribbon or cord
- Safety pin

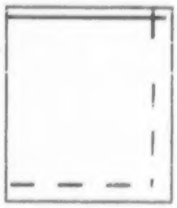
CUTTING AND SEWING INSTRUCTIONS:

1. Cut or tear a piece of fabric twice the size of the bag you would like when finished. Be sure to cut on the grain of the fabric.

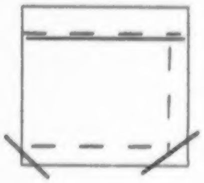
2. Fold fabric in half, right sides together. Make a 5/8-inch seam down the side and bottom, as shown, leaving a 1-inch opening 1 inch from the top. Be sure to backstitch at the beginning and the end each time you start and stop. At the corner, pivot the fabric while the needle is down.



3. Clean-finish around the top edge of the bag. (A clean-finish is when you fold the fabric to the inside 1/4 inch and stitch in place.)

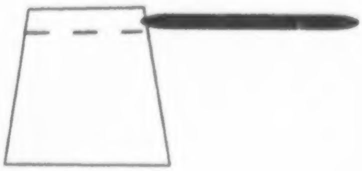


4. Now fold the top edge to the inside 1 inch and pin in place.



5. Stitch along the edge of the folded piece all around the top of the bag. Backstitch at the beginning and the end.

6. Clip corners. Turn right side out. Press. Run a cord through the top with a safety pin.



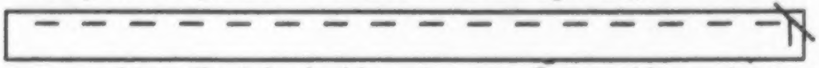
MAGIC TIE
OPTIONAL/ADDITIONAL SEWING PROJECT

SUPPLIES NEEDED:
- Woven fabric: 4 inches by 44 inches
- Thread
- 1 tablespoon AGROSAKE root watering crystals (purchased at a farm supply store)

CUTTING AND SEWING INSTRUCTIONS:

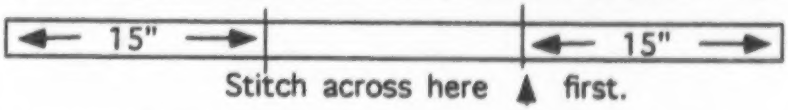
1. Cut or tear fabric into a 4-inch by 44-inch piece.
Fold fabric right sides together lengthwise, so it is 2 inches by 44 inches long.

2. Using a 1/4-inch seam allowance, sew across the short end, pivoting at the corner and up the long side. Backstitch at the beginning and the end.

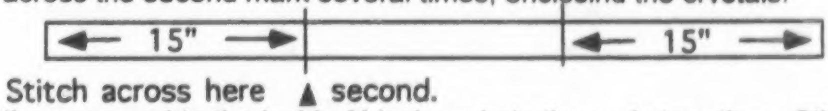


3. Trim corner and turn the tube inside out; press flat, working out seam while pressing.

4. Measure 15 inches from each end and mark with chalk, pencil, or other fabric marker. On the mark closest to the finished end, sew across the tube several times.



5. Add 1 tablespoon AGROSOKE to the tube through the open end.
Sew across the second mark several times, enclosing the crystals.



6. Fold the open end to the inside ½ inch and pin the ends together. Stitch across the open end of the tube to close it.

To activate the crystals, soak in hot or cold water for one hour or longer. The crystals will swell with the water, filling up the enclosed tube. Freeze, refrigerate, or heat until ready to use. As the crystals dry, they will reduce in size. May be immersed repeatedly for repeated use.

Optional: The ends of the tube can be cut and sewn to be tapered instead of square if desired.

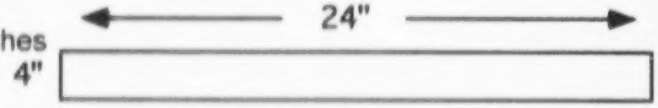
HAIR SCRUNCHIE

SUPPLIES NEEDED:

6 to 8 inches of 1/4-inch elastic
Fabric piece - 4 inches by 44 inches
2 medium safety pins
Needle and thread
Sewing machine or serger

CUTTING AND SEWING INSTRUCTIONS:

1. Cut piece of fabric - 4 inches by 44 inches Cut on the straight of grain.



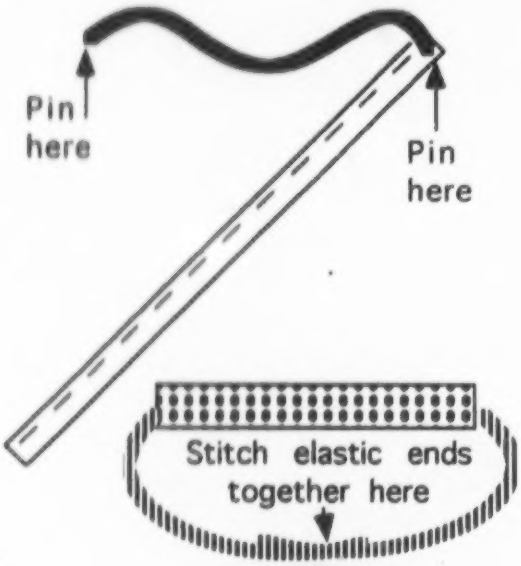
2. Serge across both short ends of the fabric. Press ½ inch to wrong side on one short end.

3. Fold the fabric in half lengthwise with right sides together. Stitch a 1/4-inch seam along lengthwise edge. This can be done with a conventional sewing machine or a serger.

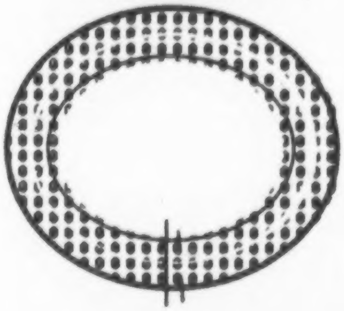
4. With one of the safety pins, pin one end of the elastic to one end of the tube near the seam. Put the other safety pin in the other end of the elastic.

5. Drop elastic through the tube and grasp safety pin at the bottom. Pull gently and turn tube right side out. This will "scrunch" the fabric.

6. Carefully unpin the elastic ends and overlap them ½ inch. Pin together. Using the sewing machine, stitch the elastic pieces together. Go forward and backward several times so it holds securely.



7. Insert the serged end of the tube into the folded end ½ inch. Pin together. Machine or hand stitch the fabrics together through all layers.



8. Your hair scrunchie is finished!

CAREER INFORMATION

CUSTOM CLOTHING MAKER:

A custom clothing maker makes special order clothing for individuals.

The customer chooses the pattern and fabric and the custom clothing maker makes the clothing item according to his/her specifications. It is also the responsibility of this person to be sure the clothing item fits properly, which may require some pattern alterations and/or adjustments. The custom clothing person must have a lot of experience in sewing construction with expert skills in fitting and operating various types of sewing equipment.

Many custom clothing makers (sometimes called tailors) work independently and thereby control the flow of work. It is an excellent occupation that can be done in the home either part time or full time. Some people make a business of custom costume or uniform construction, sewing a series of costumes or uniforms to fit each person in a group. These individuals must learn to work quickly and efficiently, using power sewing equipment as much as possible. Some custom clothing makers work for firms that sell custom clothing to a particular clientele. There is a wide range of earnings in this career area, depending on productivity, amount of time spent working, and the clientele. However, a substantial income can be earned making custom clothing.

FASHION DESIGNER:

Fashion designers design clothing so that it not only serves the purpose for which it was intended but is visually pleasing as well. To develop a design, they must first determine the needs of their clients and potential users. They must consider the size, shape, weight of fabrics, colors, function, and maintenance requirements. They often set the style and fashion trends.

Some fashion designers are self-employed and design fashions for individual clients. Other designers cater to specialty stores or high fashion department stores. They design original garments as well as follow the established fashion trends. Most fashion designers work for apparel manufacturers, adapting fashions for the mass market.

Creativity is a crucial element in all design occupations. People in this field also need a strong color sense, an eye for detail, a sense of balance and proportion, and sensitivity to beauty. Educational

CAREER INFORMATION - PAGE 2

requirements for entry-level positions vary, but some background in art, design, and sewing construction skills is necessary. Formal training is available in many institutions with associate and bachelor degrees in Fine Arts. Beginners usually receive some on-the-job training.

FASHION CONSULTANT

Fiber producers and fabric firms have fashion departments headed by individuals with a variety of titles who attend worldwide fashion openings, keep in close touch with all sources of fashion information, and disseminate the fashion story throughout their respective organizations. Candidates for such positions either may have already acquired fashion expertise in other areas of the fashion business or are employees of the firm who have demonstrated an ability to handle such responsibilities.

The fashion department's activities usually require personnel with the ability to coordinate apparel and accessories, to stage fashion shows, to work with the press, to assist individual producers and retailers with fashion-related problems, and to set up fashion exhibits for the trade and/or for the public.

The most glamorous of the consulting services involved in the fashion field is the fashion consultant. Of these, the oldest and best known is the Tobé service, founded in 1927 by the late Tobé Coller Davis. As a young woman, she was hired to advise a retail store on its fashion merchandise by bringing the customers' point of view to bear on merchandise selections and promotions. From this start, she developed a syndicated service to which stores all over the country subscribed. With what is now a large staff, the firm continues to cover and interpret fashion news in such a way that buying, merchandising, and coordination executives can be guided by the views of skilled observers in every important fashion center. Reports, bulletins, clinics, videotapes, and individual advice are the subscribers' diet.

- Information from Fashion Merchandising, pp. 424, 432, McGraw Hill, 5th Edition.

CAREER INFORMATION - PAGE 3

WEAVER

A weaver is a person who works on a loom and makes custom fabric that is used for designer clothing, interior decor, and/or utility purposes. Because of the time and skills involved, hand-woven items are usually very expensive but retain their value through time.

Weaving is a slow, painstaking skill that brings a high degree of personal satisfaction with it. To be a successful weaver, he/she must have quite a bit of design background along with a thorough knowledge of fibers and their characteristics. Basically each piece woven is a one-of-a-kind item or an original, and usually there are never any duplicates.

Weavers are usually self-employed and must make a market for their work in order to sell. Because of the price of hand-woven items, they are more likely to be found in upper-class homes and/or corporate offices. Consequently, wages vary significantly, depending on what the market will bear.

FASHION MERCHANDISER

The starting place for most fashion merchandising careers is in selling. Here one experiences face-to-face encounters with customers and the problem of anticipating what they will want.

Traditionally, the merchandising career ladder has moved a sales position up through the ranks to the buyer's position. However, in recent years many large firms with many branches have provided a choice: an aspiring fashion merchant may choose either the traditional sales-to-buyer route or a strictly management route.

Fashion merchandisers need to have some training and experience in general merchandising techniques as well as a background of the fashion industry. If the merchandiser wants to pursue the management route, he/she will need some management training and/or experience. Some of the training and experience may be done on the job, while other parts of it need to be done through an educational institution program.

- Information from Fashion Merchandising, p. 427, McGraw Hill, 5th Edition.

CAREER INFORMATION - PAGE 4

TEXTILES DESIGNER

Textiles designers design fabric weaves and prints for fabrics that will be used for clothes and/or home furnishings. They need to have an extensive background in design as well as fibers, and a working knowledge of the textile industry. They will need to have an artistic flair, an excellent sense of color, technical skills, and an eye for detail.

They are usually employed by the large textile mills and have the opportunity to make quite a name for themselves as well as a very secure career. Textile companies are very competitive in their fabric designs and may come to be known for their excellence in design. Needless to say, the better the textiles design sells, the more demand there is for the designer.

TEXTILES TECHNICIAN

The textiles technician's job is to make the looms produce the fabric designed by the textiles designer. Once the looms are operating correctly, the textiles workers take over the operation of the loom and see that the fabric is made properly. This career may not always be glamorous in nature, but it is vital to the production of fabric.

The skills of a textiles technician are an important component of the finished product. He/she needs to have some factory experience as well as a good working knowledge of the textiles industry. He/she will also need to be knowledgeable about various fibers and how they handle at different weights, speeds, thicknesses, etc. The technician's skills are critical; in many ways he/she is the factory trouble shooter and/or problem solver. Basic mechanical skills would be an asset as well as a background in computer programming.

TEXTILES INDUSTRY IN THE U.S.A.

There are 2.2 million men and women who earn their living in the fiber, textile, and apparel career complex. Another two (2) million people work in various types of support industries for the apparel business. This means that about one out of every nine Americans work in the textile industry—a major player in the U. S. economy. It is difficult to measure the industry's total impact on society, but it is considerable.

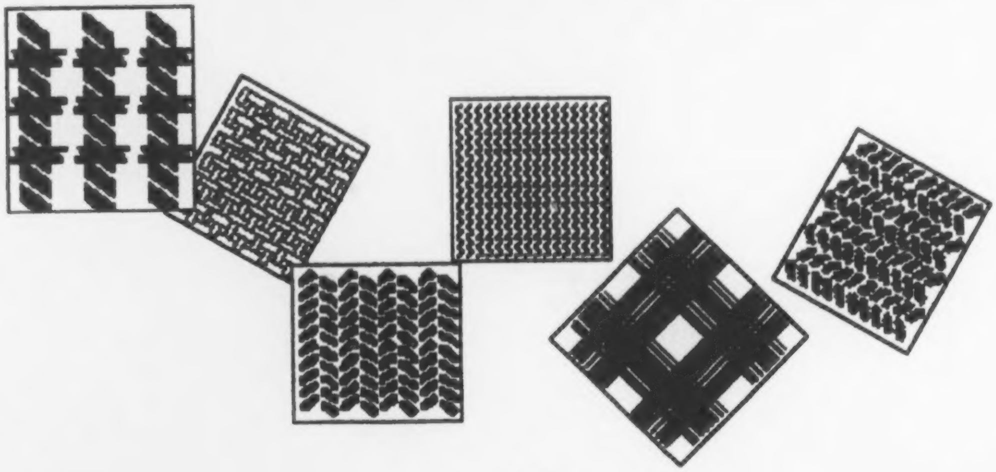
Many of these workers are in the Carolinas, Georgia, and Alabama, the major cotton-growing areas. But the sheep ranchers in many states, the machinery manufacturers in Connecticut, and the cotton farmers in California are all part of the textile complex, too.

There is a piece of the fiber, textile, and apparel complex in every state of the union, and nowhere is this more important than in big cities like New York where 142,000 people are employed in the textile and apparel industry, or Los Angeles where 83,000 people work in the industry.

In textile mill products alone, there are 743,000 workers employed by 5,000 companies in more than 7,200 plants all across the country. Forty-eight percent (48%) of the workers in textiles are women; another twenty-five percent (25%) are members of minority groups.

Because of the textile industry, there is a wool industry that produced 100 million pounds of wool in 1983 and employed 126,500 people.

In 1987, there were 5,700 people employed in the textiles and apparel industry in Utah, and another 2,300 were employed in the wool industry. Therefore, a total of about 8,000 people in Utah make their living from the fiber, textile, and apparel career complex.



FASHION CONSULTANT

WEAVER

FASHION MERCHANDISER

TEXTILES
DESIGNER

TEXTILES TECHNICIAN

CUSTOM
CLOTHING
MAKER

FASHION
DESIGNER

TEXTILES TECHNOLOGY

TOPIC #11: Textiles Care and Consumerism ***TIME PERIOD:*** 2-3 days

CORE STANDARD #3: Technology: The students will identify the relationship of technology to the home, community, and school/ workplace.

OBJECTIVE: Students will identify consumer skills related to fabrics, laundry procedures, and clothing care by completing individualized projects.

INDEPENDENT LIVING SKILLS (COMPETENCIES):

20.0001-0312	Determine proper clothing care techniques.
20.0001-0311	Identify good consumer practices relating to clothing purchases.

LIFE SKILLS:

* Lifelong Learning
Complex Thinking
* Effective Communication
Collaboration
Responsible Citizenship
* Employability

RELATED CAREERS:	***OCCUPATIONAL CLUSTERS:***
Alterations and Repair Specialist	Technical/Equipment Operation; Family and Consumer Sciences
Dry Cleaner	Technical/Equipment Operation; Family and Consumer Sciences
Laundry Attendant	Technical/Equipment Operation; Family and Consumer Sciences

LIST OF STUDENT ACTIVITIES:		*SUPPLIES REQUIRED:*
1.	Laundry Checkers (Motivator)	Sets of ten (10) tokens (checkers) per student to play Checker boards w/laundry baskets Sets of game cards (11.11-11.12) Sets of judging sheets (11.13-11.14) Copies of game directions (11.10)
2.	Sorting the Laundry	Copies of background information (11.16) for students to read One or more sets of "Laundry Items" (cards) for students to sort (11.19-11.21) Eight (8) small baskets or containers (Optional) Copies of student activity guide for each student (11.17) OR Copies of background information (11.11) for students to read Large laundry basket of clothes for sorting
3.	The Laundry Process	Copies of background information for students to read (11.22-11.23) Copies of student activity guide for each student (11.24)
4.	Laundry Products	Copies of student activity guide for each student (11.26-11.27) Laundry product samples for discussion
5.	How to Iron	Copies of student activity guide (11.30) for each student Camp shirt Iron and ironing board Spray bottle filled with water or water in steam iron

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LIST OF STUDENT ACTIVITIES:		***SUPPLIES REQUIRED:***
6.	Sewing on a Button	Copies of student activity guide (11.31-11.32) for each student Buttons, thread, fabric, needles, thimbles, scissors
7.	Clothing Consumerism	Copies of background information (11.33) for students to read Copies of student activity guide (11.34) for each student Twelve (12) clothing items with care labels
8.	Consumer Choices	Copies of student activity guide (11.35-11.36) for each student
9.	Identification of Related Careers	Career information (11.37-11.38) Career posters (11.39-11.41)

♦♦♦

PROCEDURE

CONCEPT: Learning about fibers, fabrics, and clothing care techniques affects the appearance and wearability of clothing. Good consumer skills help to extend the clothing budget.

The lessons in this topic are designed as individualized activities that can be completed while students are waiting for sewing equipment, when classwork is finished and classtime is not over, or at home. These lessons are designed to help take waiting time out of the Family and Consumer Sciences classroom. They are also conducive for use in the round-robin method of instruction. The teacher will need to prepare the materials and obtain the necessary supplies/equipment for student use so that these lessons are self-contained and easily accessible to students.

1. ***LAUNDRY CHECKERS* - Motivator**
   This game will introduce the students to the importance of knowing basic laundry concepts in an exciting, fun way. It can be set up for two or four players, depending on whether it is played individually or in teams. Actually, there would be three or five players per set, since one has to be the judge. Each player or team needs a set of ten (1) tokens (checkers) that is different than the opponent's. (Large buttons could be used for the tokens.) Each group will need a checker board with the laundry baskets on it, and a set of game cards to draw (pages 11.11-11.12). Give each group a copy of the directions for playing the game (page 11.10), and the judge gets an answer sheet (11.13-11.14) to determine points scored.

2. ***SORTING THE LAUNDRY***
   Have the students read the background information on page 11.16 and then complete the corresponding student activity guide (page 11.17). To do this, they can either use the "Laundry Items" cards (pages 11.19-11.20) and sort them into eight (8) prelabeled small baskets or containers, or use a basket of clothes provided by the teacher for sorting. (It is recommended that the "Laundry Items" be mounted on colored paper the same color as the item and then laminated for repeated use.)

3. ***THE LAUNDRY PROCESS***
   The students will read the background information provided on pages 11.22-11.23 and then complete the corresponding student activity guide (page 11.24).

4. ***LAUNDRY PRODUCTS***
   Using laundry products provided by the teacher, have the students complete the information on the activity guide, LAUNDRY PRODUCTS (pages 11.26-11.27).

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5. ***HOW TO IRON***
The students will read and follow the directions provided on the student activity guide, HOW TO IRON A SHIRT (page 11.30). The teacher will need to provide a camp shirt to iron and the necessary ironing equipment.

6. ***SEWING ON A BUTTON***
Have the students serge two 3-inch by 3-inch pieces of fabric together for sewing on a button. They can follow the instructions on the student activity guide (11.31-11.32). Students will need to have buttons, needle and thread, scissors, and maybe thimbles. The teacher will probably need to do several demonstrations to small groups, or NASCO has a set of large buttons and snaps for doing classroom demonstrations.

7. ***CLOTHING CONSUMERISM***
The students will read the background information on page 11.34 and then use the twelve (12) clothing items provided by the teacher or from the student's personal wardrobe to complete the student activity guide, CLOTHING CONSUMERISM (page 11.34).

8. ***CONSUMER CHOICES***
The students will practice their problem-solving skills by reading the case studies on the student activity guide, CONSUMER CHOICES (pages 11.35-11.36) and answering the questions.

9. ***IDENTIFICATION OF RELATED CAREERS***
Using the career information (pages 11.37-11.38) and the career posters (pages 11.39-11.40), the teacher will identify and discuss the careers related to clothing care and consumerism.

SUMMARY: An understanding of basic information about fibers, fabrics, and laundry will prolong the life and usability of clothing.

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CORE TEST QUESTION BANK

UNIT: **TEXTILES TECHNOLOGY**

TOPIC #11: **TEXTILES CARE AND CONSUMERISM**

20.0001-0312 ***Determine proper clothing care techniques.***

1. Laundry needs to be sorted according to: (There are four (4) correct answers.)
   __*__ a. Colors
   __*__ b. Type of fabric
   __*__ c. Kind and amount of soil
   __*__ d. Laundry additives and pretreatment needs
   _____ e. Family members
   _____ f. Clothing sizes

2. The instructions on the detergent box recommend using 1/2 cup per load, but your dark clothes are extra dirty this time. You should:
   a. Double the amount of detergent to get them clean
   b. Use the same amount of detergent as normal
   c.* Use the same amount of detergent as normal and let the clothes soak for a while before washing
   d. Add some bleach to the water also

3. There are several reasons for sorting laundry and doing some prewash procedures. Some of them are: (There are four (4) correct answers.)
   _____ a. It won't all fit into the washer at once so it has to be broken down into smaller groups
   __*__ b. To keep the colors from fading and the clothes from becoming dull
   __*__ c. To look for spots or stains and treat them before washing
   __*__ d. To close zippers, etc., to prevent snagging and empty the pockets
   __*__ e. To check for tears, rips, etc., and repair them before washing
   _____ f. To see who has the most dirty clothes

4. Liquid bleach should mainly be used on:
   a.* White cottons
   b. Brightly colored clothes
   c. Dark colored clothes
   d. Lingerie

◆◆◆

CORE TEST QUESTION BANK

5. Liquid bleach should be:
   a. Added to the wash water after the clothes are put in the washer (if there is not a special slot for it)
   b.* Added to the wash water before the clothes are put in the washer (if there is not a special slot for it)
   c. Either way is fine

6. Stains are easier to remove from washable clothing when you use:
   a.* Cold water
   b. Warm water
   c. Hot water

7. It is best to try to remove stains:
   a. When you do the regular laundry
   b.* Immediately if possible
   c. Two weeks later
   d. The next time you want to wear that article

8. Using cold water for the laundry:
   a. Increases shrinkage and fading
   b.* Reduces shrinkage and fading
   c. Causes shrinkage and fading

9. Delicate items generally need to be:
   a. Bleached
   b. Washed in hot water
   c.* Washed on a gentle cycle
   d. Starched and ironed

10. There are a number of things that you can do to cut down the amount of ironing necessary:
    a. While you're washing
    b. While the clothes are in the dryer
    c. While the clothes are hanging up to dry
    d.* During all of the laundry procedures

11. When you put clothes in the dryer, you should:
    a. Fill it as full as possible
    b. Use a high temperature setting
    c.* Leave space enough for the clothes to fluff
    d. Both "b" and "c" are correct

CORE TEST QUESTION BANK

12. One of the most important things to reduce ironing is to always:
    - a.* Remove the clothes from the dryer as soon as they are dry and before the dryer shuts off
    - b. Leave the clothes in the dryer until the dryer shuts off and cools before removing them
    - c. Load the dryer as full as possible to save money
    - d. Pile the clothes in a laundry basket until you have time to get them folded

13. Natural fibers such as cotton require ____________ than man-made fibers for ironing.
    - a. A lower temperature
    - b.* A higher temperature
    - c. The same temperature

14. If you are ironing a shirt or blouse, you should:
    - a.* Iron the small parts first and the large parts last
    - b. Iron the large parts first and the small parts last
    - c. Iron the front parts first and the back parts last
    - d. Iron the back parts first and the front parts last

20.0001-0311 Identify good consumer practices relating to clothing purchases.

1. There are three laws associated with fabric and/or clothing labels. They are listed below and the descriptions are listed on the right. Match the law with the description by putting the letter of the law in front of the proper description.

a.	Fiber Identification Act	__c__	All fabrics intended for children's sleepwear from size "0" to "6X" must be flame retardant and laundry instructions must be included.
b.	Care Labeling Rule	__a__	A label must tell what fibers the fabric is made from and have them listed by percentage.
c.	Flammability Standard	__b__	All fabrics and ready-made articles must have specific instructions regarding the care. It must be sewn in ready-made clothing.

CORE TEST QUESTION BANK

2. The quality of construction on an article of clothing affects:
   a. The appearance and the way it hangs
   b. The length of time it will be useful
   c. The cost of the article
   d.* All of the above

3. Sewing your own clothing at home:
   a. Never saves you money
   b.* Sometimes saves you money
   c. Always saves you money

4. Check each item listed below that is a smart thing to do when buying clothes. (There are five (5) correct answers.)
   __*__ a. Shop at stores with clothing prices that fit your budget
   __*__ b. Plan your purchases ahead and buy only what you need
   __*__ c. Buy things at reduced prices during the off season
   ______ d. If it looks like a bargain, buy it—you might need it
   __*__ e. Check construction methods
   __*__ f. Compare prices at several stores

5. Sometimes you can improve the usefulness of a garment by doing a little work on it yourself. Mark each of the items listed below that would be a good idea to check and fix if needed.
   __*__ a. Reinforce underarm or waistline seams
   __*__ b. Straighten a crooked seam or hemline
   __*__ c. Reinforce any raveled buttonholes
   __*__ d. Make sure buttons or fasteners are secure
   __*__ e. Press the garment thoroughly with steam and clip any threads that are hanging
   __*__ f. Make minor alterations for a better fit or repair a damaged part

LAUNDRY CHECKERS
GAME DIRECTIONS

Directions: Choose an opponent and use the game board supplied by your teacher. Each player should have twelve (12) tokens (checkers) of the same color or shape. A third person acts as the judge and holds the answer sheet while the others play. Two players could act as a team, and thereby have five (5) players to a set.

How to play the game:

This game is played much like the regular game of checkers. Place twelve (12) tokens for each player on the light-colored squares on opposite sides of the board.

The player with the longest first name starts first.

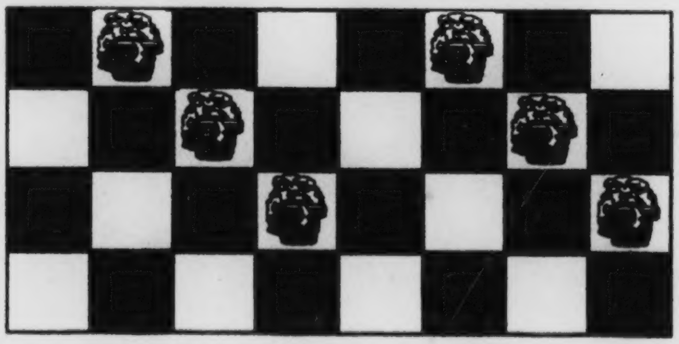
Players may move diagonally from one light square to another. Players can move only one square each turn unless he/she is jumping over the opponent's token. Players may jump in any direction as long as the move is at an angle.

When a player lands on a square with a laundry basket in it, he/she draws a card and tries to answer the question. If he/she does not answer the question correctly, he/she must move back to his/her position before the last move. The move does not count and the question card goes to the bottom of the pile. If the player answers the question correctly, he/she keeps the card. The judge decides if the players have given the correct answers.

The game ends when one person has no tokens (checkers) left. The person with the most points wins.

Counting the score: Add five (5) points for every token collected that belonged to the opponent, plus the number of points indicated on each question card successfully answered.

The object of the game: Try to collect the most points!



LAUNDRY CHECKERS
GAME CARDS - PAGE 1

1\.

The directions on the detergent box said to use one cup per load. Jimmy thought that since his work clothes were so dirty, he should use two (2) cups of detergent. Is this the right thing to do? Why?

5 points

2\.

Mike wanted to wear a certain pair of socks. They were dirty so he threw them in the washer. He used a full load of water and detergent. His mother was not pleased with him for doing this. Why?

5 points

3\.

Julie wears clothes for a couple of hours and then leaves them on the bed or on the doorknob. Sometimes she leaves them on the floor. "What's wrong with that?" she wants to know.

5 points

4\.

The Gray family does not use a clothes hamper or laundry basket for their dirty clothes. They just throw their dirty clothes down the basement steps to be picked up later. Why is this a poor practice? Give two (2) reasons.

10 points

5\.

Some clothing should not be washed in the washer. Name two (2) kinds of clothing that generally need to be handwashed.

10 points

6\.

Lisa washed her jeans, corduroy pants, and dark colored towels together. When she finished, her new corduroy pants had lint all over them. They were a mess! What happened?

5 points

7\.

Tom washed his jeans, socks, shirt, and underwear together. Everything that used to be white is now a blue-gray color. What happened?

5 points

8\.

Robin is planning to wash her red jogging suit with a white tennis skirt and socks. Can you predict the results?

5 points

9\.

Nathan put some white clothes in the washer with a brightly colored shirt. He added chlorine bleach to make the white clothes whiter. What probably happened?

10 points

LAUNDRY CHECKERS
GAME CARDS - PAGE 2

10.

Kelly washed her new wool sweater in the washer with warm water and then threw it in the dryer. It now fits her 2-year-old sister. What two fatal mistakes did Kelly make? How should she have washed the wool sweater?

10 points

11.

Jonathan put all of his laundry together into one big load to save time. He had to stuff it in to close the lid. Then he stuffed it all in the dryer. How will his laundry probably look when he takes it out of the dryer?

10 points

12.

Sam sorts his laundry by color and reads the care instruction labels inside the clothing. He also empties the pockets and zips up all the zippers. What will his results be? know.

10 points

13.

If you turn jeans wrong side out when you wash them, they will not fade fo much.
TRUE or FALSE.

5 points

14.

Jill had a problem with a skirt that had static cling. Jason had the same trouble with a pair of dress pants. What can they do to help solve the problem?

10 points

15.

When Casey dries her clothes, she sets the dryer for one hour to be sure they all get dry. She cleans the dryer filter once a month. She only dries a few things at a time. Name three (3) ways Casey is wasting energy.

15 points

16.

Mary cuts all of the labels, including the laundry instructions, out of her clothes so the labels won't stick up in the back when she wears them. Why is this a poor practice?

5 points

17.

____ points

18.

_____ points

LAUNDRY CHECKERS
JUDGES' ANSWER SHEET

1. The washer may overflow with suds.
   The detergent will not be completely removed in the rinse cycle.
   Clothes will feel sticky; may be itchy.

2. He had wasted water, energy, and detergent.

3. The clothes have to be pressed or washed again to look good enough to wear.
   This also wastes time, power energy, human energy, and water.
   Also, it makes her room be messy all the time.

4. a. Clothes may be stepped on and get dirtier or get torn.
   b. Someone may trip over the clothing left on the stairs and fall.
   It's dangerous.

5. Wool and delicate fabrics. (panty hose, some sweaters, leotards and tights, lingerie, wool blends, some blouses and shirts)

6. Lint from towels will cling to some fabrics. The pile on the corduroy attracts lint. Towels should be washed separately or with fabrics that do not attract lint.

7. The darker colors (jeans) faded on the lighter clothing.

8. The red jogging suit may fade and make the white clothing pink.
   Bright and/or dark colors should not be washed with white things.

9. The bleach may take some of the color out of the shirt.

10. Hot water and a dryer will cause wool to shrink seriously.
    Wool items should be washed in cool water with a special detergent.
    Then they should be reshaped and placed flat to dry.

11. His laundry will not be clean. A crowded washer doesn't allow the clothing to swish around so the dirt can be removed. A crowded dry will cause the clothing to come out wrinkled.

12. He will not have to replace clothing he has ruined because he didn't wash something properly. His clothing will look better and last longer because it won't fade and/or shrink. Also, he won't accidentally wash something left in his pockets and/or ruin his zippers.

13. True.

LAUNDRY CHECKERS
JUDGES' ANSWER SHEET - PAGE 2

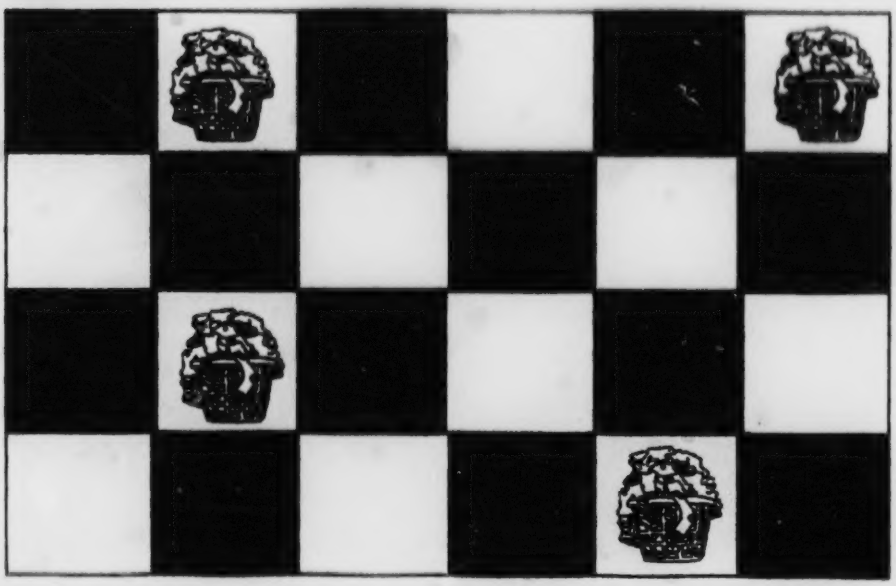
14. Try using fabric softener in the rinse water or dryer sheets in the dryer. More importantly, remove items from the dryer as soon as they are dry. Static electricity only begins to build up when all of the moisture is out of the dryer or article of clothing.

15. a. The dryer may be running longer than necessary (which causes static electricity build-up).
    b. The dryer filter should be cleaned after every load or the dryer will have to run longer to dry clothes, thus wasting energy.
    c. She uses excess energy because she has to dry more loads since they are too small.

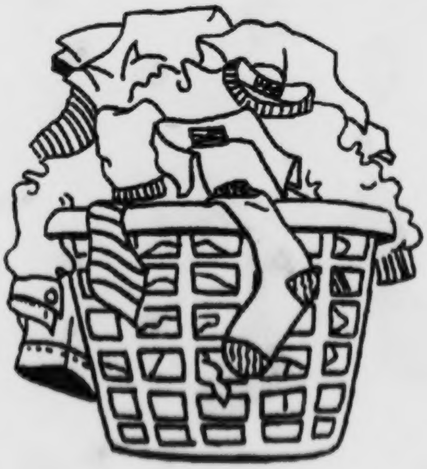
16. Washing instructions are helpful because they tell the best way to care for the garment. Mary may forget the instructions and ruin something, or someone else may do the laundry and not know how an item should be laundered.

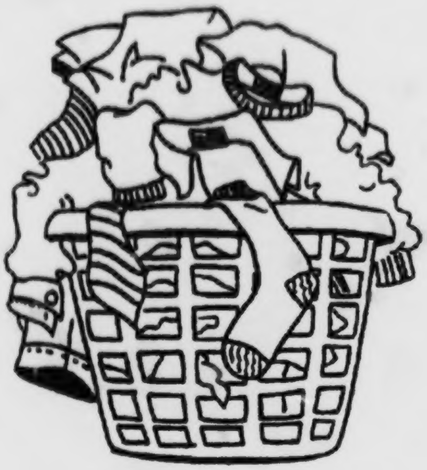
17.

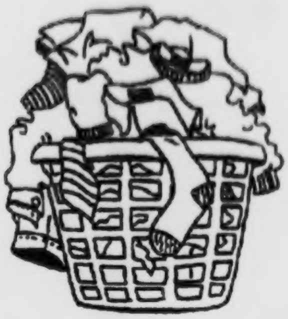
18.

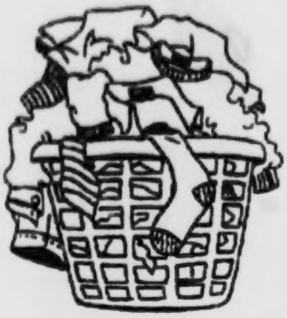


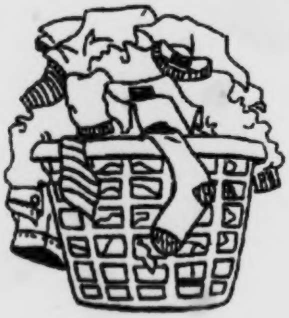
LAUNDRY CHECKERS
LAUNDRY BASKETS FOR CHECKER BOARDS

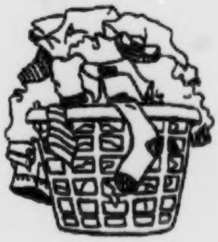


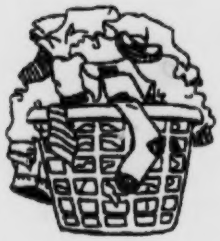


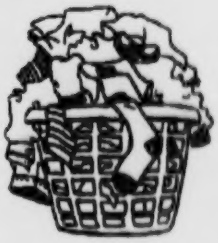


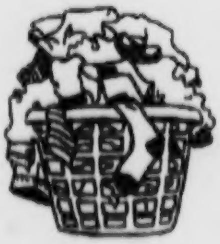












SORTING THE LAUNDRY
BACKGROUND INFORMATION

Sorting is one of the most important steps in laundering. While you sort, you should:

1. Look for spots and stains and treat them before washing.
2. Close zippers, hooks, buttons, etc., to prevent snagging.
3. Remove all items from pockets.
4. Tie sashes and belts loosely to prevent tangling.
5. Look for tears, rips, etc., and repair them before washing.
6. Sort clothes into loads of the correct size for the washer.
7. Identify special care or handwashable items and keep separate, including noncolorfast items.

Sorting is done by:

1. COLOR:
    a. white, or white background with pastel figures
    b. solid or print pastels
    c. medium and bright colors
    d. dark colors
    e. colorfastness
    Colorfast means the fabric maintains or keeps its color without fading or bleeding (running) onto other fabrics.
    Noncolorfast means the colors in the fabric may fade or bleed (run) onto other fabrics when wet.

2. TYPE AND WEIGHT OF FABRIC:
    a. loosely woven, knitted and sheers
    b. lint producing: towels, sheets, terry cloth, etc.
    c. tightly woven, heavy fabrics

3. KIND AND AMOUNT OF SOIL:
    a. heavily soiled items should be washed separately
    b. polyesters pick up oily stains and should not be washed with items which are soiled with oily or greasy stains.

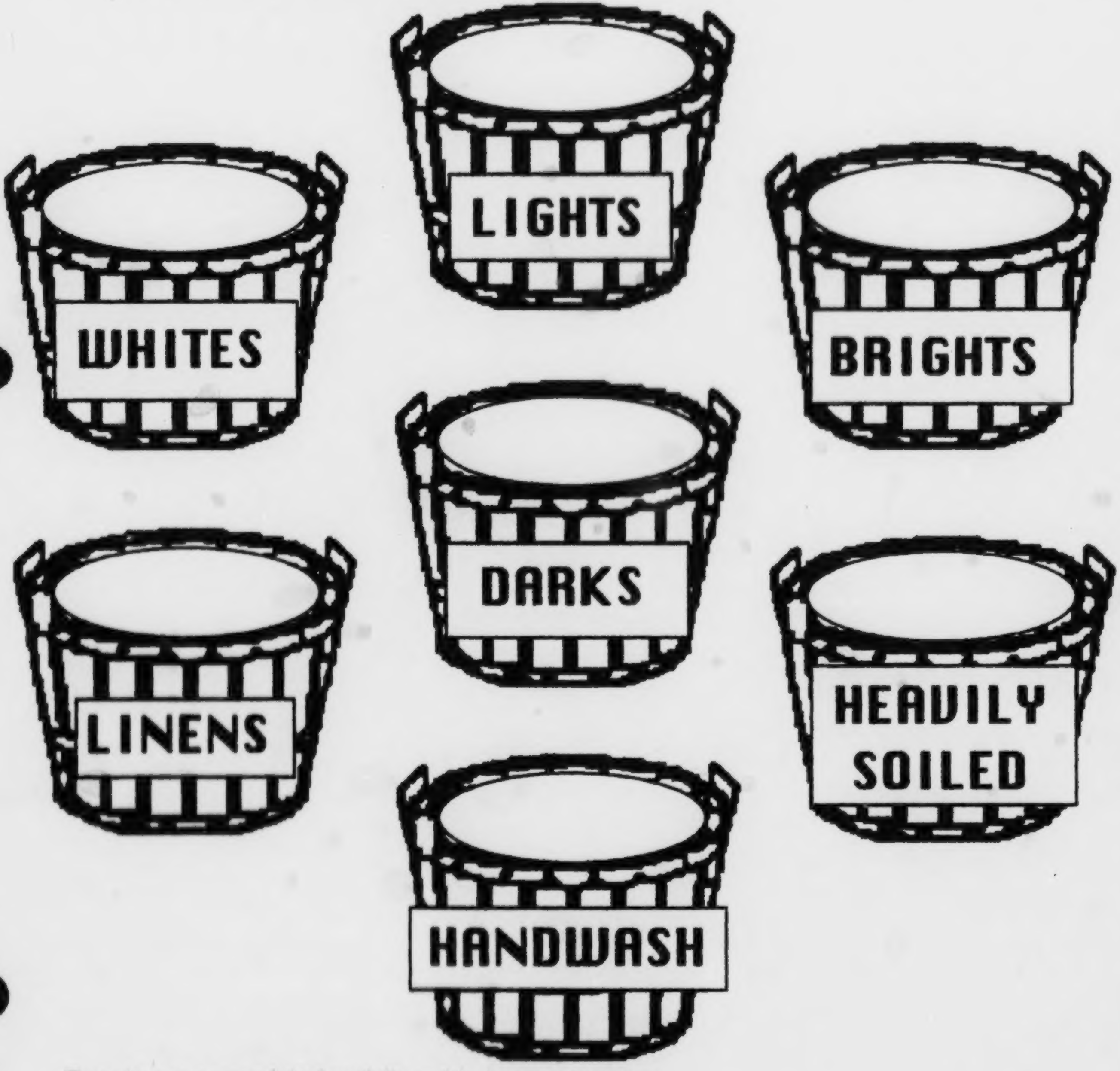
4. SIZE:
    Mix large and small items in each load for better cleaning and movement of items in the washer.

After reading the information about sorting, get the "Laundry Items" from your teacher and "sort" them into appropriate laundry groups. Then complete the student activity guide, SORTING THE LAUNDRY. When you have finished, have the teacher check your laundry loads.

Name ______________________ Period _____ Date ______________ Score _____

SORTING THE LAUNDRY

Using the laundry items that must be sorted for washing, write the number of the item in the appropriate basket listed below:

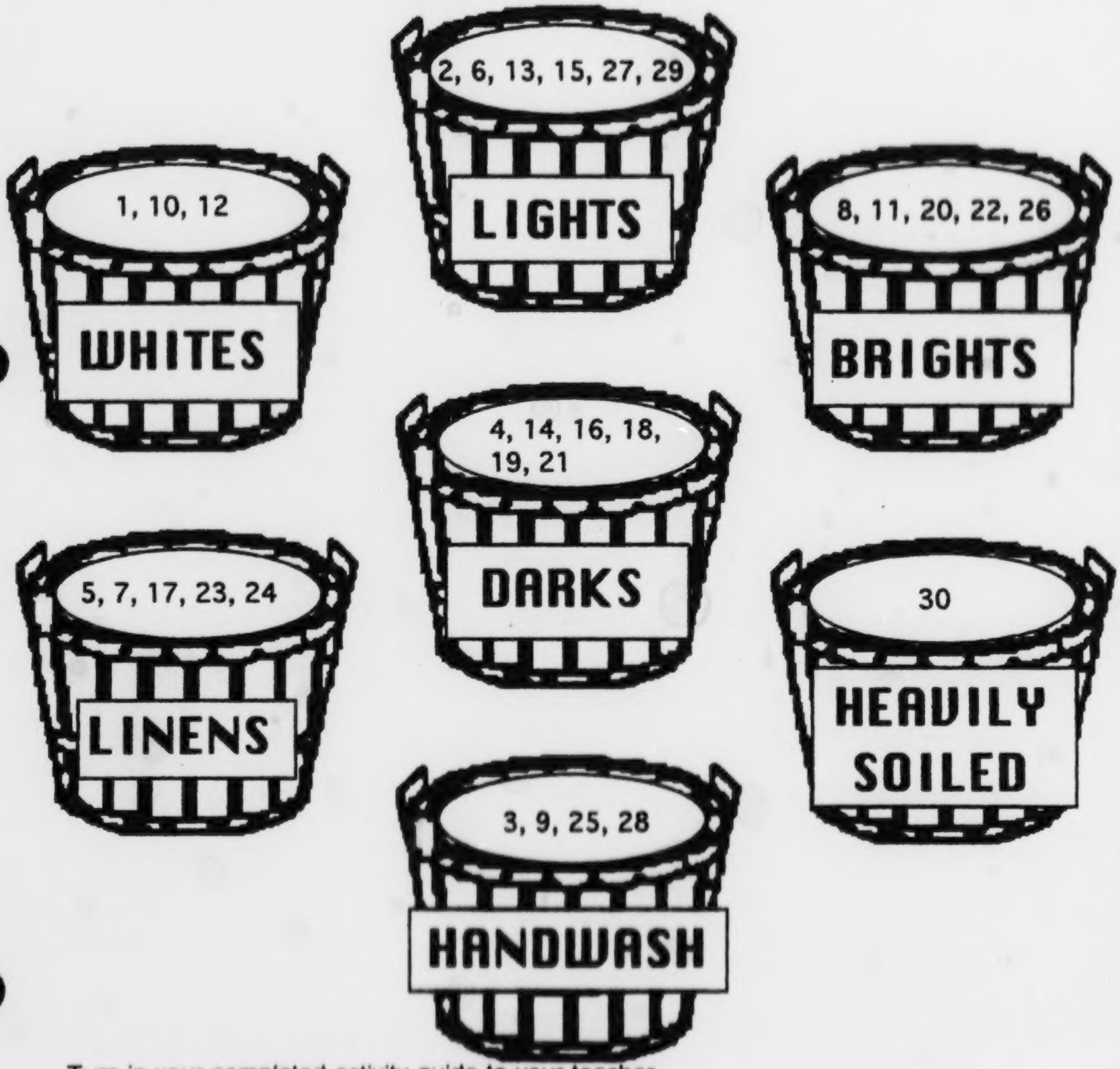

LIGHTS
WHITES
BRIGHTS
DARKS
LINENS
HEAVILY SOILED
HANDWASH

Turn in your completed activity guide to your teacher.

Name ______________________ Period ______ Date ______________ Score _____

SORTING THE LAUNDRY - TEACHER KEY

Using the laundry items that must be sorted for washing, write the number of the item in the appropriate basket listed below:


2, 6, 13, 15, 27, 29
LIGHTS
1, 10, 12
WHITES
8, 11, 20, 22, 26
BRIGHTS
4, 14, 16, 18, 19, 21
DARKS
5, 7, 17, 23, 24
LINENS
30
HEAVILY SOILED
3, 9, 25, 28
HANDWASH

Turn in your completed activity guide to your teacher.

LAUNDRY CARDS - PAGE 1
SORTING THE LAUNDRY

NO. 1
WHITE
COTTON
SWEAT SOCKS

NO. 2
LIGHT BLUE
COTTON KNIT
SWEATER

NO. 3
WHITE
NYLON
SLIP AND BRA

NO. 4
NAVY BLUE
ACRYLIC
SOCKS

NO. 5
GREEN
COTTON
TOWELS AND WASHCLOTHS

NO. 6
PINK AND YELLOW FLOWERED
COTTON
DRESS

NO. 7
TAN
COTTON/POLYESTER
SHEETS AND PILLOWCASES

NO. 8
BRIGHT PINK
POLYESTER
PAJAMAS

NO. 9
PURPLE (NONCOLORFAST)
COTTON/POLYESTER
T-SHIRT

NO. 10
WHITE
COTTON
DISHTOWELS

LAUNDRY CARDS - PAGE 2
SORTING THE LAUNDRY

NO. 11 **HOT PINK** **COTTON BLEND** **SWEAT SUIT**	**NO. 12** **WHITE** **COTTON BLEND KNIT** **UNDERSHIRTS AND SHORTS**
NO. 13 **PASTEL** **NYLON** **UNDERPANTS**	**NO. 14** **BLACK** **POLYESTER** **SLACKS**
NO. 15 **PINK** **COTTON** **NIGHTGOWN**	**NO. 16** **DARK BLUE** **POLYESTER** **DRESS**
NO. 17 **BRIGHT COLORED** **COTTON/POLYESTER** **SHEETS AND PILLOWCASES**	**NO. 18** **BROWN** **COTTON/POLYESTER** **PAJAMAS**
NO. 19 **DARK GREEN** **COTTON/POLYESTER** **CORDUROY SLACKS**	**NO. 20** **BRIGHT BLUE** **COTTON/POLYESTER** **SHIRT**

LAUNDRY CARDS - PAGE 3
SORTING THE LAUNDRY

NO. 21	**NO. 22**
NAVY	**RED**
COTTON BLEND	**COTTON BLEND**
JEANS	**SOCKS**
NO. 23	**NO. 24**
YELLOW	**YELLOW**
COTTON	**COTTON BLEND**
TOWELS AND WASHCLOTHS	**BATH MAT**
NO. 25	**NO. 26**
RED (NONCOLORFAST)	**BRIGHT GREEN**
COTTON	**COTTON/POLYESTER**
SWEATER	**GYM SHORTS**
NO. 27	**NO. 28**
LIGHT BLUE	**GRAY**
NYLON	**WOOL**
NIGHTGOWN	**SWEATER**
NO. 29	**NO. 30**
BEIGE	**BEIGE AND BROWN**
POLYESTER	**HEAVILY SOILED**
SLACKS	**WORK CLOTHES**

THE LAUNDRY PROCESS
BACKGROUND INFORMATION

The steps of the "laundry process" are as follows:

1. **Sorting the items to be laundered.**
   - This includes understanding care labels and consumer information.

2. **Pretreating stains and heavily soiled areas.**
   - Fresh stains are easier to remove than old stains.

3. **Mending or repairs.**
   - Mend articles before washing to keep torn area from getting larger.

4. **Operating the washing machine.**
   a. Selecting the wash water temperature.
      - Hot water sets stains, shrinks clothes, fades colors, costs more.
      - Warm water causes little damage to clothing.
      - Cold water protects fabrics, prevents shrinkage, prevents fading, allows stains to remove easily, works best with detergents, costs less.

   b. Selecting the rinse water temperature.
      - Warm water reactivates the detergent and causes the clothing not to rinse thoroughly.
      - Cold water allows the rinse cycle to work the best.

   c. Selecting water level and agitation cycle.
      - Use the regular setting for medium and heavy weight fabrics.
      - Use the delicate setting for lightweight fabrics or delicate items.

   d. Selecting laundry products.
      - Chlorine (liquid) bleach is mainly used on white cotton fabrics.
      - Powdered bleach can be used safely on other fabrics.
      - Chlorine (liquid) bleach should be added to the wash water and mixed thoroughly before the clothes are put in the washer. The bleach should not be put directly on the clothing.
      - Always use the amount of detergent recommended on the box or less—too much detergent is difficult to rinse out and makes the clothing sticky and dull in color.
      - Don't use extra detergent for extra dirty clothes—wash them twice instead.

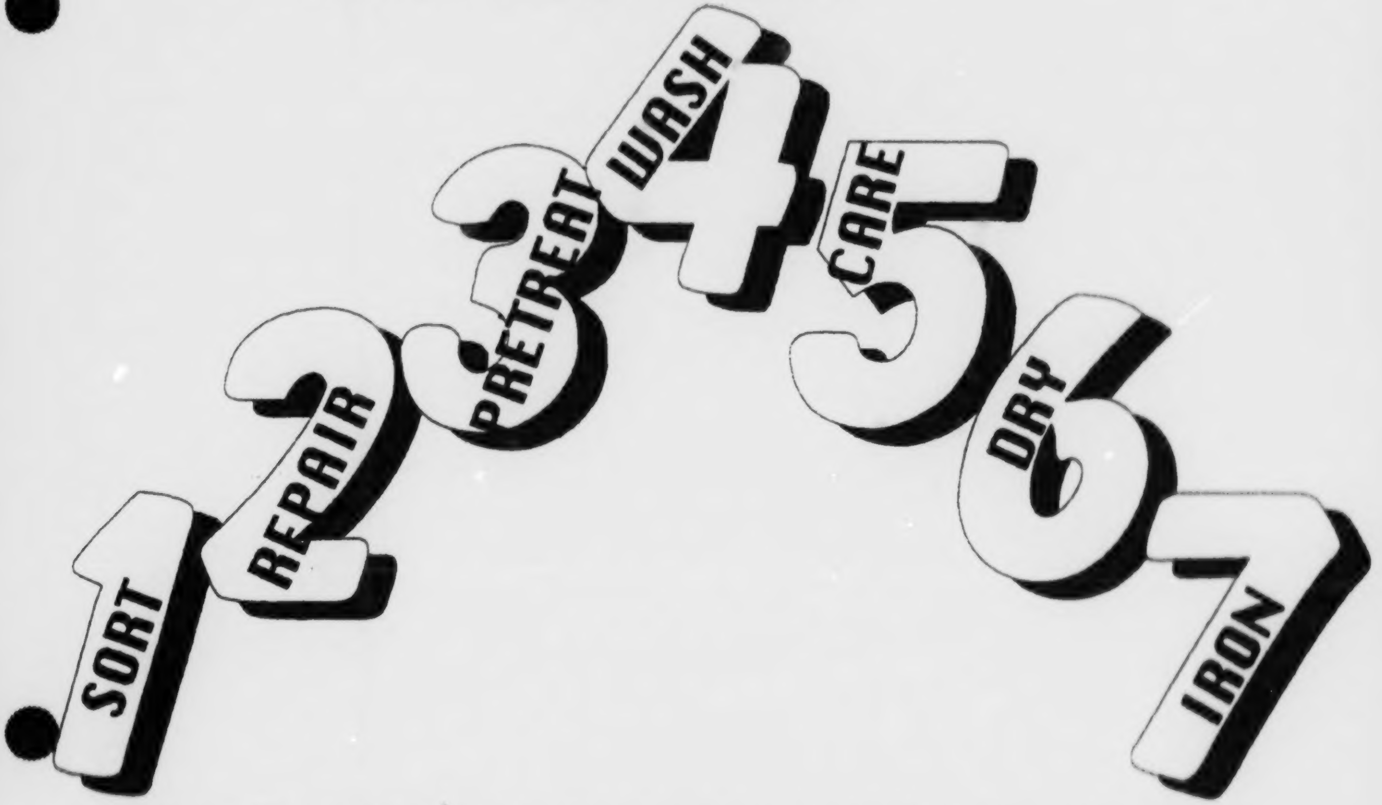
5. **Handling fabrics to reduce the need for ironing.**
   - Using fabric softeners or conditioners helps to eliminate wrinkling.
   - Take the clothes out of the dryer immediately when dry, while they are still warm and fold or hang.

THE LAUNDRY PROCESS
BACKGROUND INFORMATION - PAGE 2

6. **Operating the dryer.**
   a. Selecting the temperature.
      - High heat is very damaging to clothing.
      - Medium heat does less damage.
      - Low heat is least damaging but takes a little longer to dry.

   b. Selecting the time.
      - Special care and delicate items only need about 10-15 minutes of drying time on a lower temperature.
      - An average load of clothes requires about 25-30 minutes of drying time.
      - Heavier items, such as towels and jeans, require a longer drying time.

7. **Ironing or pressing.**
      - If you aren't sure what temperature to use, start with a lower temperature and increase it until the wrinkles are out.
      - Moisture or steam helps remove wrinkles.



When you have finished studying this information, complete the student activity guide, THE LAUNDRY PROCESS, and turn it in to your teacher for evaluation.

Name ______________________ Period ______ Date ______________ Score _____

THE LAUNDRY PROCESS

DIRECTIONS: Look at the "loads" of clothes to wash in the left column of this paper. After reading the background information, THE LAUNDRY PROCESS, write in your care choices for each load from the possible answers in parentheses.

LOAD TYPE	PRETREAT STAINS (yes) (no) (maybe)	WASH WATER TEMP. (hot) (warm) (cold)	AGITATION CYCLE (normal) (delicate)	ADD CHLORINE BLEACH (yes) (no) (maybe)	DRYER TEMP. (high) (medium) (low)	HANG DRY (yes) (no) (maybe)
STURDY WHITES						
LIGHT AND PASTEL COLORFAST						
BRIGHT AND MEDIUM COLORFAST						
DARK COLORFAST ITEMS						
NON-COLORFAST ITEMS						
TOWELS AND SHEETS						
HEAVILY SOILED ITEMS						
HANDWASH/ SPECIAL CARE ITEMS						

Turn the completed activity guide in to your teacher for evaluation.
This student activity guide could be included in your "Independent Ideas" Handbook.

Name ________________________ Period ______ Date ______________ Score _____

THE LAUNDRY PROCESS - TEACHER KEY

DIRECTIONS: Look at the "loads" of clothes for washing in the left column of this paper. After reading the background information, THE LAUNDRY PROCESS, write in your care choices for each load from the possible answers in parentheses.

LOAD TYPE	PRETREAT STAINS (yes) (no) (maybe)	WASH WATER TEMP. (hot) (warm) (cold)	AGITATION CYCLE (normal) (delicate)	ADD CHLORINE BLEACH (yes) (no) (maybe)	DRYER TEMP. (high) (medium) (low)	HANG DRY (yes) (no) (maybe)
STURDY WHITES	maybe	cold or warm	normal	yes	medium	no
LIGHT AND PASTEL COLORFAST	maybe	cold or warm	normal	no	low	maybe
BRIGHT AND MEDIUM COLORFAST	maybe	cold	normal	no	low	maybe
DARK COLORFAST ITEMS	maybe	cold	normal	no	low	maybe
NON-COLORFAST ITEMS	maybe	cold	normal	no	low	maybe
TOWELS AND SHEETS	maybe	warm	normal	maybe	medium	no
HEAVILY SOILED ITEMS	yes	cold	normal	maybe	low	maybe
HANDWASH/ SPECIAL CARE ITEMS	maybe	cold or warm	delicate	no	—	yes

Turn the completed activity guide in to your teacher for evaluation.
This student activity guide could be included in your "Independent Ideas" Handbook.

Name ______________________ Period ______ Date ______________ Score _____

LAUNDRY PRODUCTS

DIRECTIONS: Answer the following question to the best of your knowledge. This isn't a test, so don't panic! Just check every answer that applies.

1. Jorge has a wool sweater his grandmother knitted for him. It is a beautiful sweater and he really likes it, but he spilled some grape juice on it. What should he do?

_____ Wash it in the washer
_____ Wash it by hand
_____ Send it to the cleaners
_____ Dry it in the dryer
_____ Lay it flat on a towel to dry
_____ Hang it outside to dry

If it needs to be washed, which products should he use?
_____ Detergent
_____ Chlorine bleach
_____ Fabric softener/dryer sheet
_____ Enzyme soak
_____ Spot remover
_____ Special laundry products

What water temperature should he use for the wash water? _____Hot _____Warm _____Cold
What water temperature should he use for the rinse water? _____Hot _____Warm _____Cold

2. Sam's sister put his good white cotton shirt in the washer with her red sweats and now his shirt is a little pink. What should he do?

_____ Wash it in the washer
_____ Wash it by hand
_____ Send it to the cleaners
_____ Dry it in the dryer
_____ Lay it flat on a towel to dry
_____ Hang it outside to dry

If it needs to be washed, which products should he use?
_____ Detergent
_____ Chlorine bleach
_____ Fabric softener/dryer sheet
_____ Enzyme soak
_____ Spot remover
_____ Special laundry products

What water temperature should he use for the wash water? _____Hot _____Warm _____Cold
What water temperature should he use for the rinse water? _____Hot _____Warm _____Cold

3. Carmen forgot to take her new tube of lipstick out of her pocket before washing her jeans. Now she has lipstick smeared all over them. What should she do?

_____ Wash it in the washer
_____ Wash it by hand
_____ Send it to the cleaners
_____ Dry it in the dryer
_____ Lay it flat on a towel to dry
_____ Hang it outside to dry

If it needs to be washed, which products should he use?
_____ Detergent
_____ Chlorine bleach
_____ Fabric softener/dryer sheet
_____ Enzyme soak
_____ Spot remover
_____ Special laundry products

What water temperature should he use for the wash water? _____Hot _____Warm _____Cold
What water temperature should he use for the rinse water? _____Hot _____Warm _____Cold

LAUNDRY PRODUCTS - PAGE 2

4. It's been a week since anyone washed at your house, and you went to get a clean towel and there wasn't any. There's a big stack of towels in the laundry room ready to be washed. Some of them are white but most of them are colored. How should you wash them?

_____ Wash them in the washer
_____ Wash them by hand
_____ Send them to the cleaners
_____ Dry them in the dryer
_____ Lay them flat on a towel to dry
_____ Hang them outside to dry

If it needs to be washed, which products should he use?
_____ Detergent
_____ Chlorine bleach
_____ Fabric softener/dryer sheet
_____ Enzyme soak
_____ Spot remover
_____ Special laundry products

What water temperature should he use for the wash water? _____Hot _____Warm _____Cold
What water temperature should he use for the rinse water? _____Hot _____Warm _____Cold

5. Last night you spilled hot chocolate on your bed and got your favorite dark blue and red sheets all messy. How should you wash your sheets?

_____ Wash it in the washer
_____ Wash it by hand
_____ Send it to the cleaners
_____ Dry it in the dryer
_____ Lay it flat on a towel to dry
_____ Hang it outside to dry

If it needs to be washed, which products should he use?
_____ Detergent
_____ Chlorine bleach
_____ Fabric softener/dryer sheet
_____ Enzyme soak
_____ Spot remover
_____ Special laundry products

What water temperature should he use for the wash water? _____Hot _____Warm _____Cold
What water temperature should he use for the rinse water? _____Hot _____Warm _____Cold

6. You have a whole load of whites to wash, but you need your bright green soccer shirt to wear for a game tomorrow. It is the only dirty colored item you can find. What should you do? ____
Answer the following laundry questions based on your answer.

_____ Wash it in the washer
_____ Wash it by hand
_____ Send it to the cleaners
_____ Dry it in the dryer
_____ Lay it flat on a towel to dry
_____ Hang it outside to dry

If it needs to be washed, which products should he use?
_____ Detergent
_____ Chlorine bleach
_____ Fabric softener/dryer sheet
_____ Enzyme soak
_____ Spot remover
_____ Special laundry products

What water temperature should he use for the wash water? _____Hot _____Warm _____Cold
What water temperature should he use for the rinse water? _____Hot _____Warm _____Cold

Name ______________________ Period ______ Date ______________ Score _____

LAUNDRY PRODUCTS - TEACHER KEY

DIRECTIONS: Answer the following question to the best of your knowledge. This isn't a test, so don't panic! Just check every answer that applies.

1. Jorge has a wool sweater his grandmother knitted for him. It is a beautiful sweater and he really likes it, but he spilled some grape juice on it. What should he do?

_____ Wash it in the washer
__xx_ Wash it by hand
__ok_ Send it to the cleaners
_____ Dry it in the dryer
__xx_ Lay it flat on a towel to dry
_____ Hang it outside to dry

If it needs to be washed, which products should he use?
_____ Detergent
_____ Chlorine bleach
_____ Fabric softener/dryer sheet
_____ Enzyme soak
_____ Spot remover
__xx_ Special laundry products

What water temperature should he use for the wash water? _____Hot _____Warm _xx__Cold
What water temperature should he use for the rinse water? _____Hot _____Warm _xx__Cold

2. Sam's sister put his good white cotton shirt in the washer with her red sweats and now his shirt is a little pink. What should he do?

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_____ Wash it by hand
_____ Send it to the cleaners
__xx_ Dry it in the dryer
_____ Lay it flat on a towel to dry
_____ Hang it outside to dry

Which products should he use?
__xx_ Detergent
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__xx_ Enzyme soak
_____ Spot remover
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What water temperature should he use for the wash water? _____Hot _____Warm __xx_Cold
What water temperature should he use for the rinse water? _____Hot _____Warm __xx_Cold

3. Carmen forgot to take her new tube of lipstick out of her pocket before washing her jeans. Now she has lipstick smeared all over them. What should she do?

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_____ Send them to the cleaners
_____ Dry them in the dryer
_____ Lay them flat on a towel to dry
__xx_ Hang them outside to dry

If it needs to be washed, which products should she use?
__xx_ Detergent
_____ Chlorine bleach
_____ Fabric softener/dryer sheet
_____ Enzyme soak
__xx_ Spot remover
_____ Special laundry products

What water temperature should she use for the wash water? _____Hot _____Warm __xx_Cold
What water temperature should she use for the rinse water? _____Hot _____Warm __xx_Cold

LAUNDRY PRODUCTS - PAGE 2 - TEACHER KEY

4. It's been a week since anyone washed at your house, and you went to get a clean towel and there wasn't any. There's a big stack of towels in the laundry room ready to be washed. Some of them are white, but most of them are colored. How should you wash them? Should you put them all together in one load? ________

__xx_ Wash them in the washer
_____ Wash them by hand
_____ Send them to the cleaners
__xx_ Dry them in the dryer
_____ Lay them flat on a towel to dry
_____ Hang them outside to dry

What products should you use?
__xx_ Detergent
_____ Chlorine bleach
_____ Fabric softener/dryer sheet
_____ Enzyme soak
_____ Spot remover
_____ Special laundry products

What water temperature should you use for the wash water? _____Hot __xx_Warm _____Cold
What water temperature should you use for the rinse water? _____Hot __xx_Warm _____Cold

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_____ Lay them flat on a towel to dry
__ok_ Hang them outside to dry

If they needs to be washed, which products should you use?
__xx_ Detergent
_____ Chlorine bleach
_____ Fabric softener/dryer sheet
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_____ Spot remover
_____ Special laundry products

What water temperature should you use for the wash water? _____Hot _____Warm __xx_Cold
What water temperature should you use for the rinse water? _____Hot _____Warm __xx_Cold

6. You have a whole load of whites to wash, but you need your bright green soccer shirt to wear for a game tomorrow. It is the only dirty colored item you can find. What should you do? ____
Answer the following laundry questions based on your answer.

_____ Wash it in the washer
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_____ Send it to the cleaners
_____ Dry it in the dryer
_____ Lay it flat on a towel to dry
_____ Hang it outside to dry

What products should you use?
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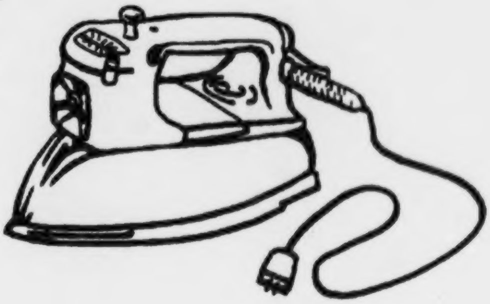
_____ Fabric softener/dryer sheet
_____ Enzyme soak
_____ Spot remover
_____ Special laundry products

What water temperature should you use for the wash water? _____Hot _____Warm _____Cold
What water temperature should you use for the rinse water? _____Hot _____Warm _____Cold

HOW TO IRON A SHIRT



THIS ACTIVITY GIVES YOU THE OPPORTUNITY TO:

LEARN:	How to iron a camp shirt
DEVELOP:	Ironing skills
EXPERIENCE:	Ironing a shirt

SUPPLIES NEEDED:
- Iron (steam, if possible)
- Ironing board
- Spray bottle and water
- Camp shirt (provided by the teacher or from home)

STEP 1: Turn the iron to the proper heat setting. (Check label for fiber content. Natural fibers such as cotton require a higher temperature than man-made fibers.)

STEP 2: Dampen each area of the shirt with a spray bottle before you iron it, unless you are using a steam iron.

STEP 3: Press the back of the collar.

STEP 4: Press the front of the collar.

STEP 5: If the shirt has cuffs press the inside first, then the outside.

STEP 6: Press the sleeves.

STEP 7: Press the shoulder area or yoke.

STEP 8. Press the front pieces, moving the iron straight up and down on the fabric. Try to get the front piece to lay as flat as possible on the ironing board.

STEP 9: Press the back, moving the iron straight up and down on the fabric.

STEP 10: Hang the shirt carefully on a hanger and button the top button.

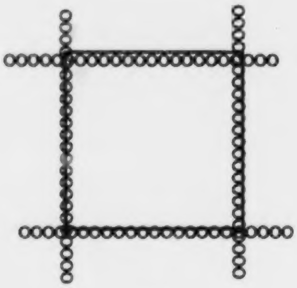
Return the ironing supplies to the correct storage area.
Show the teacher or your parent the shirt you have ironed.

Name ______________________ Period ______ Date ______________ Score _____

HOW TO SEW ON A BUTTON

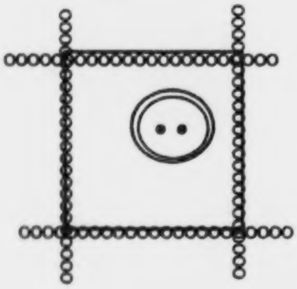
SUPPLIES NEEDED:
- 2 - 3-inch by 36-inch pieces of fabric
- Hand needle
- Thread
- 1 or 2 buttons
- Scissors
- Toothpick or straight pin

1. Cut two pieces of fabric 3 inches by 3 inches, cutting on the straight of grain. Sew the two pieces of fabric together on the serger, sewing all the way around.

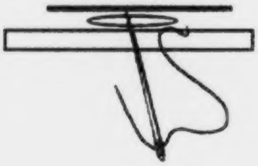


2. Thread the needle with a double thread that is about 12 inches long (after it is doubled). Tie a knot in the end of the thread.

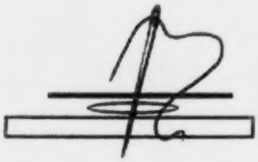
3. Place one button in the middle of the fabric pieces you have serged together.



4. Starting on the WRONG SIDE, insert the needle through the fabric and through one of the holes in the button.



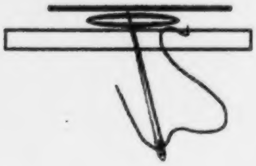
5. Place the toothpick or straight pin on top of the button between the holes. Hold in place with the hand you're not sewing with.



6. Go over the toothpick or pin with your needle and thread and insert the needle down through the other hole in the button.

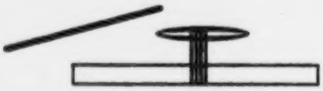
HOW TO SEW ON A BUTTON - PAGE 2

7. Repeat the process of inserting the needle up through the fabric and button, and then returning over the toothpick or pin and back down through the other button hole several times.

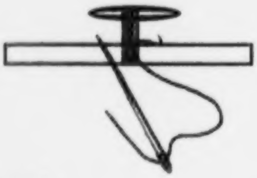


8. If you have a four-hole button, sew the other two holes the same way.

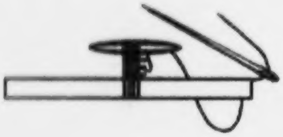
9. When you have about six (6) wraps of double thread, remove the toothpick or pin. Pull the button to the top of the thread loops.



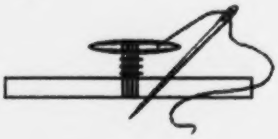
10. Bring your needle up between the fabric and the button.



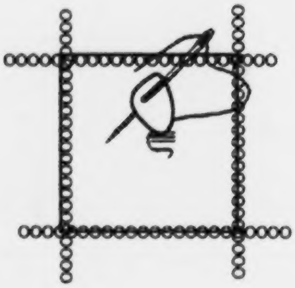
11. With your needle and thread, wrap remaining thread around the thread loops between the fabric and the button three (3) or four (4) times.



12. Pull the needle down through the fabric to the back.



13. Make a thread knot by making a loop with a small stitch, and then inserting the needle through the loop and pulling it tight. Clip thread.



13. Congratulations! You have sewn on a button with a shank! To increase your skills, sew your second button on your piece of fabric.

14. Pin your button samples to this paper and turn it in for evaluation.

CLOTHING CONSUMERISM
BACKGROUND INFORMATION

WHERE TO SHOP

1. Shop close to home.
2. Shop at stores that fit your budget.
3. Buy from merchants that are reliable.
4. Plan your purchases and buy only what you need.

HOW AND WHEN TO SHOP

To save 15 to 20 percent each year on clothing expenses, do the following:

1. Buy things before you have to have them.
2. Buy things at reduced prices, off season. (Just because something is "On Sale" doesn't mean the price is reduced.)
3. Resist impulse buying.
4. Shop with a plan to meet specific clothing needs.

LEARN TO READ FABRIC LABELS AND USE INFORMATION

Fiber Identification Act: A label must tell what fibers the fabric is made from, listing percentages used with the largest percentage listed first. The family or generic name of fiber must be used. The label must be attached to ready-to-wear and on the bolt end on which the yardage is rolled.

Care Labeling Rule: Every fabric must be labeled, giving specific instructions on how to care for it. Labels are sewn into ready-made garments and must last the lifetime of the garment. Instructions are on each bolt of yardage and it carries a number telling the merchant which care label to give to you. It is your responsibility to sew it into your garment.

Flammability Standard: All fabrics intended for children's sleepwear from size "0" to "6X," ready-made or yardage must be flame retardant and must be so labeled.

The following label sample meets all three requirements:

> Flame Retardant Flannel—100% cotton, 44/45",
> Machine Wash Warm—Tumble Dry.
> To retain flame retardant properties:
> - Do not use soap, bleach, low or nonphosphate detergent.
> - Do not send to a commercial laundry.
> - Maximum shrinkage 2-3 percent.

Name ______________________ Period ______ Date ______________ Score _____

CLOTHING CONSUMERISM

Using the care labels in clothing items provided by your teacher or from your personal wardrobe, complete the following information chart.

Garment Number	Fiber Content	Care	Additional Information
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			

What have you learned from looking at your care labels?

____

____

In what country were most of the garments made? ______________________________

Turn in your completed activity guide to your teacher for evaluation.

Name ______________________ Period ______ Date ______________ Score _____

CONSUMER CHOICES

Read the four situations described in this activity guide. Using the problem-solving techniques learned earlier, write your responses to these problems. There are many possible solutions to each of these problems.

1. Joe has a job interview at 3 p.m. on Wednesday. Today is Monday. The pocket on his dress shirt has come unstitched and one of the buttons is gone. Joe has had some basic sewing instruction in his Family and Consumer Sciences class, and he thinks he could make some very basic repairs on his dress shirt.

   Identify the problem. ____

   Brainstorm possible solutions. ______________________________________

   ____

   Explore and evaluate possible solutions. ________________________________

   ____

   Make a decision and act on it.__ ______________________________________

   Look back and evaluate. ____

   ____

2. Today, the boy Susan likes asked her to the Spring Dance. Susan doesn't have any clothing appropriate for the occasion. She sews well, but her time is very limited. Susan isn't sure she wants to spend a lot of money on a fancy dress she may only wear once.

   Identify the problem. ____

   Brainstorm possible solutions. ______________________________________

   ____

   Explore and evaluate possible solutions. ________________________________

   ____

   Make a decision and act on it. ______________________________________

   Look back and evaluate. ____

   ____

CONSUMER CHOICES - PAGE 2

3. John needs some new shorts. He enjoyed sewing in his Family and Consumer Sciences class. He saw some shorts at the store for $19.99. He also saw some fabric he liked for $3.95 a yard. It will only take one yard of fabric to make the shorts John wants.

Identify the problem.____

Brainstorm possible solutions.______________________________________

____

Explore and evaluate possible solutions.______________________________

____

Make a decision.____

Look back and evaluate.____

____

4. Ann needs some new summer clothes this year. She has outgrown all her clothes from last year. She has not had very much experience sewing and doesn't really enjoy it. Ann is going on a vacation in two months and is saving her money for it. She has a lot of free time in the next two months, but she will be gone for four weeks on her vacation, so she can't get a summer job. What could she do to get her new summer clothes?

Identify the problem.____

Brainstorm possible solutions.______________________________________

____

Explore and evaluate possible solutions.______________________________

____

Make a decision.____

Look back and evaluate.____

____

CAREER INFORMATION

ALTERATIONS AND REPAIR SPECIALIST: An alterations person performs two primary jobs: 1) making necessary alterations to clothing for better fit, function, or appearance, and 2) making construction repairs to clothing. They need to have a strong background in clothing construction skills as well as sewing equipment operation.

Alterations persons work for department stores, clothing stores, dry cleaners, or independently. There is always a demand for alterations persons because many times clothing off the rack doesn't fit correctly. It is not a glamorous job but a fulfilling, satisfying one. There is a lot of direct contact with the customer, so it is important that the alterations person likes to work with people.

Many alterations persons enter the job market at minimum wage and increase their earnings through experience, time on the job, and productivity. A good alterations person can be of great value to a retail establishment, and consequently, the earnings can increase accordingly.

DRY CLEANER: Dry cleaning establishments clean clothing and other textile items used in the home, such as draperies, bedspreads, etc. It is a service-type industry that is a necessary part of clothing consumerism. People who work in this industry must know a lot about textiles, fiber characteristics, chemical reactions, and fabric dyes. They must also know how to operate the special dry cleaning and pressing equipment and wait on customers. They must learn to work efficiently and follow schedules. In many dry cleaning businesses, small repairs and alterations on clothing are also done. Therefore, the dry cleaner must have a background in clothing construction techniques and know how to operate sewing equipment. On-the-job training is frequently provided.

Wages for persons who work at a dry cleaners usually begin at the minimum hourly wage level and may increase up to three times that amount with several years of experience. Dry cleaning services are extremely important to many of the textile trades, and a reliable dry cleaner is a valuable asset. The dry cleaners who own their own business earn a better living than the workers, but their business is dependent on satisfied customers with repeat business. Therefore, a special emphasis is placed on customer satisfaction in this career.

CAREER INFORMATION

LAUNDRY ATTENDANT: Laundry attendants work at a laundry establishment and assist customers with their laundry and/or do their laundry for them. The laundry business is big business in the United States since there are so many persons employed outside the home and time at home is so limited. Many working people would rather pay to have someone else do the laundry for them and free some of their nonworking hours to do other activities. Laundry attendants must know a lot about textiles, fiber characteristics, chemical reactions, and fabric dyes. They must also know how to operate the special laundry and pressing equipment and wait on customers. They must learn to work efficiently and follow schedules. In many laundry businesses, small repairs and alterations on clothing are also done. Therefore, the laundry attendant might need to have some background in clothing construction techniques and know how to operate sewing equipment. On-the-job training is frequently provided.

Wages for laundry attendants usually begin at the minimum hourly wage level and may increase up to three times that amount with several years of experience. Business is dependent on satisfied customers with repeat business. Therefore, a special emphasis is placed on customer satisfaction in this career. This is an excellent career choice for part-time work.

ALTERATIONS/ REPAIR SPECIALIST

DRY
CLEANER

LAUNDRY
ATTENDANT

FOODS AND NUTRITION

TOPIC #12: Kitchen Management ***TIME PERIOD:*** 1-2 days

CORE STANDARD #4: Careers: The students will explore careers related to family and consumer sciences, identifying skills which are applicable for both the home and the school/workplace, and the impact of career choices on family lifestyles.

OBJECTIVE: Students will identify and practice basic food safety and sanitation rules in food preparation activities.

INDEPENDENT LIVING SKILLS (COMPETENCIES):

20.0001-0404	Observe basic safety and sanitation rules to be observed in food preparation areas.
20.0001-0408	Identify reasons for planning individual and/or group work schedules in food preparation experiences.
20.0001-0430	Explore the various components of food service careers, including management skills, dishwashing, tablesetting, and eating etiquette.

LIFE SKILLS:

* Lifelong Learning
* Complex Thinking
* Effective Communication
* Collaboration
* Responsible Citizenship
* Employability

RELATED CAREERS:	***OCCUPATIONAL CLUSTER:***
Food Service Employee	Technical/Crafts; Family and Consumer Sciences
Kitchen Helper	Technical/Crafts; Family and Consumer Sciences
Health Inspector	Scientific/Physical-Life Sciences; Family and Consumer Sciences

LIST OF STUDENT ACTIVITIES:	*SUPPLIES REQUIRED:*
1. Lab Management Rules	(Depends on teacher) Enlarged kitchen duty chart (12.14) Lab assignment sheets (12.15)
➧ 2. Safety and Sanitation Posters	Overhead transparency or copies of student activity guide (12.16) Poster-making supplies OR Video on kitchen safety
3. Operation RISK	Resource materials from Pineapple Appeal Copies of student activity guide (12.17-12.18)
4. Equipment Scavenger Hunt	Lists of small food preparation equipment or utensils (12.21) Trays Rewards (Optional)
5. Planning and Scheduling	Cookbooks Copies of student activity guide for each student (12.23-12.24)
➧ 6. Dishwashing Procedures	Copies of student activity guide (12.25 & 12.26) for each student
7. Tablesetting Know-How	Tableware for demonstration (12.28-12.32) Tablecloth Placemats Centerpiece supplies
8. Eating Etiquette (Table Manners)	Optional: Filmstrip or video "Shine When You Dine" Franklin Clay Films
9. Identification of Related Careers	Career information (12.33) Career posters (12.34-12.36)

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PROCEDURE

1. LAB MANAGEMENT RULES

Concept: Classroom (kitchen) rules must be established and followed in order to keep the food preparation area safe and conditions sanitary.

The teacher will identify the basic rules for his/her foods lab. These will simply be the basic things that must be followed on a regular basis. Each teacher will need to determine his/her own rules and present them to the students however the teacher best determines. Some examples of these basic rules might be:

- Do not sit on the counter
- Always wear an apron in the lab
- Stay in your own unit
- Before cooking, wash your hands
- Clean up messes and spills promptly
- Do not comb your hair in the classroom
- Put dirty dish towels, cloths, and aprons in the laundry area when finished

Some examples of lab rotation charts (pages 12.14-12.15) are included for teacher reference.

◆ *2. SAFETY AND SANITATION POSTERS*

Concept: Safety and sanitation are basic parts of food preparation.

To introduce the topic of safety, use page 12.16 as an overhead transparency to stimulate discussion or as a student activity guide and have the students identify the hazards depicted in the picture. This will lead to a discussion on the importance of safety and why some rules are necessary.

The teacher will identify the safety and sanitation rules he/she will use in his/her classroom. Some suggested rules are:

A. Utensils used in the kitchen must be kept clean.
B. Keep electrical appliances away from water and wet hands.
C. Keep pot handles turned so they are over the stove and not sticking out over the edge of the stove.
D. Do not use wet pot holders or towels to remove hot pans from the oven.
E. Do not taste food you are preparing with the mixing spoon.
F. Know how to put out kitchen fires.

Option 1: Introduce the rules selected to the class, explaining each rule and WHY the rule is necessary. Include students in the process of identifying WHY each rule is necessary. Divide the class into groups and have each group design a miniposter dealing with

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one of the safety rules. Then hang the posters in the food preparation area to remind students of the importance of practicing safety and sanitation in the kitchen area.

Option 2: Divide the class into groups by kitchen areas, such as range, sink, etc., and give the students about five minutes to identify some rules necessary for their area. Let each group report their list to the class, listing them on posterboard as the students report. (The teacher should be prepared to add rules the students don't think of.) The posters can then be hung in the area(s) to which they apply.

NOTE: The teacher may wish to use information found in a classroom text as a supplement to teach more safety and sanitation guidelines. He/she may also choose to use a video on kitchen safety.

3. *OPERATION RISK*

These materials were developed by the Michigan State University Extension in 1993 to introduce safe food handling and food-borne illnesses. A kit for the Operation RISK (Reducing the Incidence of Sick Kids) materials contains the following items:

- lesson materials
- posters and worksheets
- test questions
- video: What You Can't See Can Hurt You
- handwashing rap (on tape)

The cost for the kit is about $60. The material can be condensed into one class period. See student activity guide on pages 12.17-12.18. These materials can be purchased through Pineapple Appeal/Lowfat Express, P. O. Box 197, Owatonna, MN 55060. 1-800-321-3041, FAX 507-455-2307.

Have the students watch the newspaper for articles of food poisoning or food-borne illnesses and give extra credit for articles brought in. See the Health Technology section of the T-L-C Curriculum regarding the career of pathology.

4. *EQUIPMENT SCAVENGER HUNT*

Concept: It is important to know the correct names and uses of the various pieces of kitchen equipment and/or utensils for ease of preparation as well as safety.

Option 1: Divide the class into small groups (lab units) and give each student a list of small kitchen equipment or utensils commonly used (or that will be used during the Foods and Nutrition unit), such as the SCAVENGER HUNT LIST student activity guide (page 12.21). Have each student go through the unit and record the location of each item as well as giving one use for each item.

Option 2: Have the students be seated near their units, designate one person as the recorder, and number off. When the teacher calls out one item, student #1 goes into the unit to try to find the item called for. The recorder will record the number of places the student looks before finding the item. Then the teacher calls out the second item and student #2 looks for that item, etc. Repeat the procedure until all the items have been located. At that point, have the recorders add the points, and the team (unit) with the least number of points wins. The teacher may want to have a small reward for the winning unit.

Some teachers like to do Option 1 and then follow-up with Option 2 for learning reinforcement.

5. PLANNING AND SCHEDULING

Direct a discussion toward the necessity of planning and scheduling. Some things to include in the discussion might be:

- Why is it especially important that proper planning take place in school?
  (because students need to get to their next class on time)
  (food may not be finished before class is over)
  (food may be wasted if not cooked correctly)

- What could happen to a person who works in a food-related career and he/she didn't know how to schedule his/her time for food preparation? (customers would not have meals on time)
  (an entire meal would not be ready to eat at the same time)

- People who work in food-related careers must plan a food-preparation schedule.

- People who do food preparation at home must also follow a plan.

- Identify some food-related careers where scheduling and planning are necessary.

- Things to be considered during planning:
  a. Products to be made
  b. Food supplies needed
  c. Utensils or equipment needed

d. Tasks to be completed
e. Time required to do the tasks
f. Who is responsible for each task

Have each student choose a recipe from a cookbook. Using the student activity guide, PLANNING AND SCHEDULING (pages 12.23-12.24), have the students copy the recipe and then write out the individual tasks involved in the order they should be completed. Be sure the students work in pencil for this activity. Also, have the students estimate the time they think it will take to accomplish this task. This activity can also serve as an extra credit activity and/or homework assignment.

♦ 6. *DISHWASHING PROCEDURES*

Concept: Keeping the kitchen and dishes clean is a very important part of food preparation at home, school, or in the restaurant business.

Give each student a copy of the student activity guide on dishwashing and tablesetting (pages 12.25-12.26), which includes the diagrams of the dishwashing steps. Review the dishwashing steps verbally with the students, including the details of and purposes for each step. (The teacher may prefer to demonstrate the procedures as they are discussed.) Have the students complete the "Dishwashing Steps" portion of the student activity guide (page 12.26). It is suggested that teachers enlarge the "Dishwashing Procedures" (page 12.25) and hang a laminated copy of this over each sink in the foods lab.

7. *TABLESETTING KNOW-HOW*

Concept: An attractively set table establishes a nice environment for eating at home or in a restaurant.

The teacher can demonstrate some of the basic rules of tablesetting and discuss the difference in a person's attitude toward a meal according to how the table is set. Some basic tablesetting guidelines are:

- A table cloth should hang 8 to 10 inches over the edge.
- Place mats should be an equal distance apart, and one inch from the edge of the table. Each person should be allowed 18 to 20 inches inches of personal space for eating.
- The napkin should be folded and placed with the open edge near the left side of the fork. It should be placed about 1 inch from the edge of the table.

- Flatware (silverware) is arranged in the order of use. The first piece to be used should be placed on the outside. Forks should be placed on the left of the plate, and knives and spoons should be placed to the right of the plate with the knife on the inside. Flatware should be placed so that the bottom is about 1 inch from the edge of the table.

- Dinnerware (plates, etc.) should be placed within easy reach of the person's hand, with dinner plates being about 1 inch from the edge of the table, salad plates to the left of the forks, and bread plates directly above the forks.

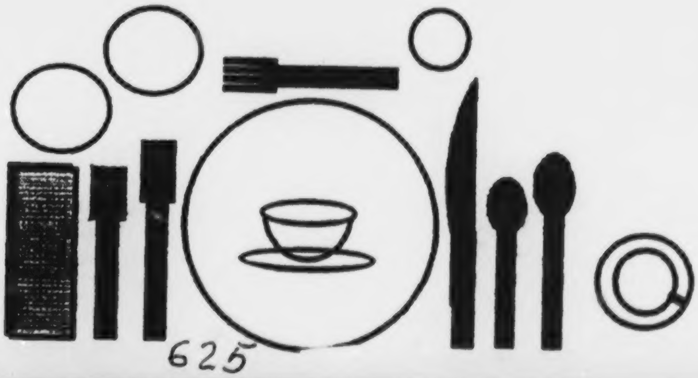
- Glasses are placed above the tip of the knife, and cups and saucers are placed to the right of the knife and spoon(s).

- A centerpiece may be placed anywhere on the table as long as it is low enough so the people can see each other.

After the demonstration, have the students go to their kitchen units, get the necessary items, and practice setting the table. An enlarged diagram of the correct placement for tableware might be a helpful reference for the students. If time permits, the teacher could put out a number of things that could be used as a centerpiece and/or put together to make a centerpiece, and the students could use their creativity and design a simple centerpiece for their table. Have the students complete the "Set the Table" portion of the student activity guide on dishwashing and tablesetting (page 12.26).

Option: In order to eliminate the need for the students to wash the tableware after practicing tablesetting, the teacher may wish to use paper and/or plastic tableware for this exercise, or make practice sets using the patterns provided on pages 12.28-12.32.

This tablesetting diagram is a general guideline but will not be accurate for all occasions and/or all settings. There can and should be variations, depending on the menu and the formality of the situation. The teacher needs to cover some basic changes and/or situations.



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8. EATING ETIQUETTE (TABLE MANNERS)

As the students are introduced to the foods lab, review some basic table manners with the students and let them know your expectations as a teacher in the foods lab. Each teacher can cover the etiquette items he/she thinks are most important.

Manners are something that need to be practiced at home, school, and when eating at a restaurant. If a person doesn't practice these regularly, then they probably won't know how to use good table manners when the need and/or opportunity occurs. A few suggested manners are:

- Don't talk with your mouth full
- Take small enough bites that you can chew while keeping your mouth closed
- Wash hands before eating
- Keep the chairs flat on the floor while eating
- Keep your elbows off the table
- Ask someone to pass foods to you that you cannot reach easily
- Take a small to medium size serving until all have been served; then take seconds only if there is food left and you want more
- Hold the flatware (silverware) correctly while using it
- Use the correct piece of flatware for the job
- Be as inconspicuous as possible about accidents
- If you are allergic to certain foods, just don't take any of that food, and keep your problem to yourself
- If you don't care for a certain food, just don't take any of that food, and keep your dislikes to yourself

The teacher may wish to use the filmstrip or video Shine When You Dine from Franklin Clay Films to present some of this information.

NOTE: Some of this same information, such as the dishwashing procedures, tablesetting, and eating etiquette, will be covered in Topic #18: Food-Related Careers as the students prepare for their restaurant experience. The teacher may choose to review this information at that time and/or go into more depth.

9. IDENTIFICATION OF RELATED CAREERS

Identify the careers related to food service by using the career information provided (page 12.33) and the career posters (pages 12.34-12.36). Reinforce the importance of knowing basic safety and sanitation procedures, use of correct equipment, dishwashing procedures, tablesetting, and manners in order to establish any kind of food business.

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CORE TEST QUESTION BANK

UNIT: **FOODS AND NUTRITION**

TOPIC: **KITCHEN MANAGEMENT**

20.0001-0404 ***Observe basic safety and sanitation rules to be observed in food preparation areas.***

1. Food safety and sanitation practices:
   a.* Are always basic parts of food preparation
   b. Are never basic parts of food preparation
   c. Are sometimes basic parts of food preparation

2. Food safety and sanitation practices:
   a. Keep us from getting ill from the food we eat
   b. Keep us from being hurt when we work in the kitchen
   c.* Both a and b answers are correct

3. Kitchen or classroom rules:
   a. Aren't really necessary because everyone knows them anyway
   b. Provide guidelines for appropriate behavior
   c. Help to eliminate accidents and food poisoning
   d.* Both answers b and c are correct

4. Put an "S" by each activity that was safe to do.
   (There are three (3) correct answers.)
   _S_ a. Scott poured baking soda on a small grease fire in the oven.
   ___ b. Rachel used her fingers to remove the lid from the inside of a can of vegetables.
   ___ c. Kathy set a hot glass pan down on a cold surface.
   _S_ d. As Pat lifted the lid from a pan of hot water, she turned the lid away from her.
   _S_ e. Sean turned the sharp edge of the knife away from himself when cutting potatoes.
   ___ f. Toby left the metal spoon in the pan when he finished stirring a hot mixture.

5. Messes and spills should be:
   a. Left until the end of the lab for cleanup
   b.* Cleaned up immediately for safety
   c. The teacher's responsibility to take care of
   d. The custodian's responsibility to take care of

♦♦

CORE TEST QUESTIONS

6. Electrical appliances should be kept away from water and wet hands should not be used to operate them.
   a.* True
   b. False

7. The mixing spoon:
   a. Should be used to taste-test while cooking
   b.* Should not be used to taste-test while cooking

8. It is okay to use wet pot holders or towels to remove hot pans from the oven or stove.
   a. True
   b.* False

9. Dirty towels, cloths, and aprons should be folded and put in the drawers at the end of the lab.
   a. True
   b.* False

20.0001-0408 Identify reasons for planning individual and/or group work schedules in food preparation experiences.

1. People who work successfully in food-related careers:
   a. Never plan or use a preparation schedule
   b. Only plan and use a preparation schedule occasionally
   c.* Plan and use a preparation schedule regularly

2. Making a work schedule or plan:
   a.* Helps to guarantee the success of the product or meal
   b. Has nothing to do with the success of the product or meal
   c. Is a waste of time

3. Making a work schedule or plan:
   a. Helps to eliminate problems occurring later
   b. Helps to eliminate confusion
   c. Helps to be sure everything gets done
   d. Answers a and b are both right
   e.* Answers a, b, and c are all right

CORE TEST QUESTIONS

4. Work schedules or plans can be useful:
   a. Only when we cook at home
   b. Only when we cook at school or on the job
   c.* Either at home, school, or work

5. Put a check on the line of each item listed below that describes what could happen if no work schedule or plan is completed. (There are five (5) correct answers.)

   _*__ a. Food may not be cooked correctly
   _*__ b. Students might be late for their next class
   _*__ c. Food and money might be wasted
   _____ d. The meal will be served on time.
   _*__ e. The meal might not be served on time
   _*__ f. You might get fired from your job

6. Put a check on the line before each thing that should be considered during planning. (There are four (4) correct answers.)

   _*__ a. Food supplies needed
   _*__ b. Utensils or equipment needed
   _*__ c. Tasks to be completed and who is responsible for each task
   _*__ d. Time required to do the tasks
   _____ e. Color aprons to be worn
   _____ f. Time required to talk about the movie on TV last night

20.0001-0430 Explore the various components of food service careers, including management skills, dishwashing, tablesetting, and eating etiquette.

1. Below are listed the steps in washing dishes. Put them in number order by placing a number from 1 to 7 in front of each step.
   __7__ Air dry or dry with clean towel
   __1__ Scrape food particles off dishes
   __4__ Wash in hot, soapy water
   __5__ Wash in correct order by groups
   __2__ Prerinse dishes lightly
   __6__ Rinse in hot water
   __3__ Sort and stack dishes by groups

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CORE TEST QUESTIONS

2. Below are listed the various groups of dishes to be washed. Put them in order by placing a number from 1 to 4 in front of each group.
   - __2__ Silverware
   - __4__ Pots and pans
   - __1__ Glasses
   - __3__ Cups, bowls, saucers, and plates

3. A tablecloth should hang:
   - a. 4 to 6 inches over the edge of the table
   - b.* 8 to 10 inches over the edge of the table
   - c. 12 to 14 inches over the edge of the table

4. The napkin should be folded and placed:
   - a.* On the left side of the fork
   - b. On the right side of the fork
   - c. On the right side of the knife and spoon
   - d. On the left side of the knife and spoon

5. The bottom of the napkin should be about ______ from the edge of the table.
   - a. 3 inches
   - b. 2 inches
   - c.* 1 inch
   - d. 1/2 inch

6. Flatware (silverware) is arranged in the order of use, with the first piece to be used placed on the:
   - a. Inside next to the plate
   - b.* Outside away from the plate

7. Drinking glasses are placed:
   - a. Above the knife and spoon on the left side of the plate
   - b.* Above the knife on the right side of the plate
   - c. Above the center of the plate
   - d. Above the forks on the left side of the plate

8. When serving a meal, the forks should be placed:
   - a.* On the left side of the plate
   - b. On the right side of the plate

9. The knife and spoon(s) should be placed:
   - a. On the left side of the plate
   - b.* On the right side of the plate

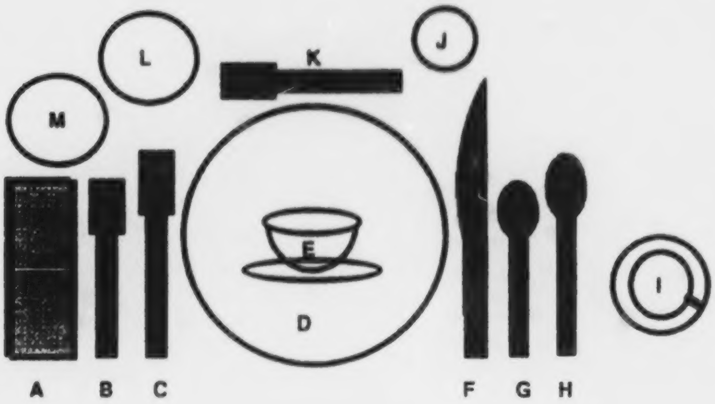
CORE TEST QUESTIONS

10. Coffee cups and saucers should be placed:
    a. On the left side of the plate
    b.* On the right side of the plate

11. Salad plates should be placed:
    a. Above the knife and spoon on the left side of the plate
    b. Above the knife and spoon on the right side of the plate
    c. Above the center of the plate
    d.* Above the forks to the left of the plate

12. Centerpieces should be:
    a. Tall and decorative and the center of attention
    b. Fairly large in size to be noticed
    c.* Small enough so that those seated at the table can see over it easily

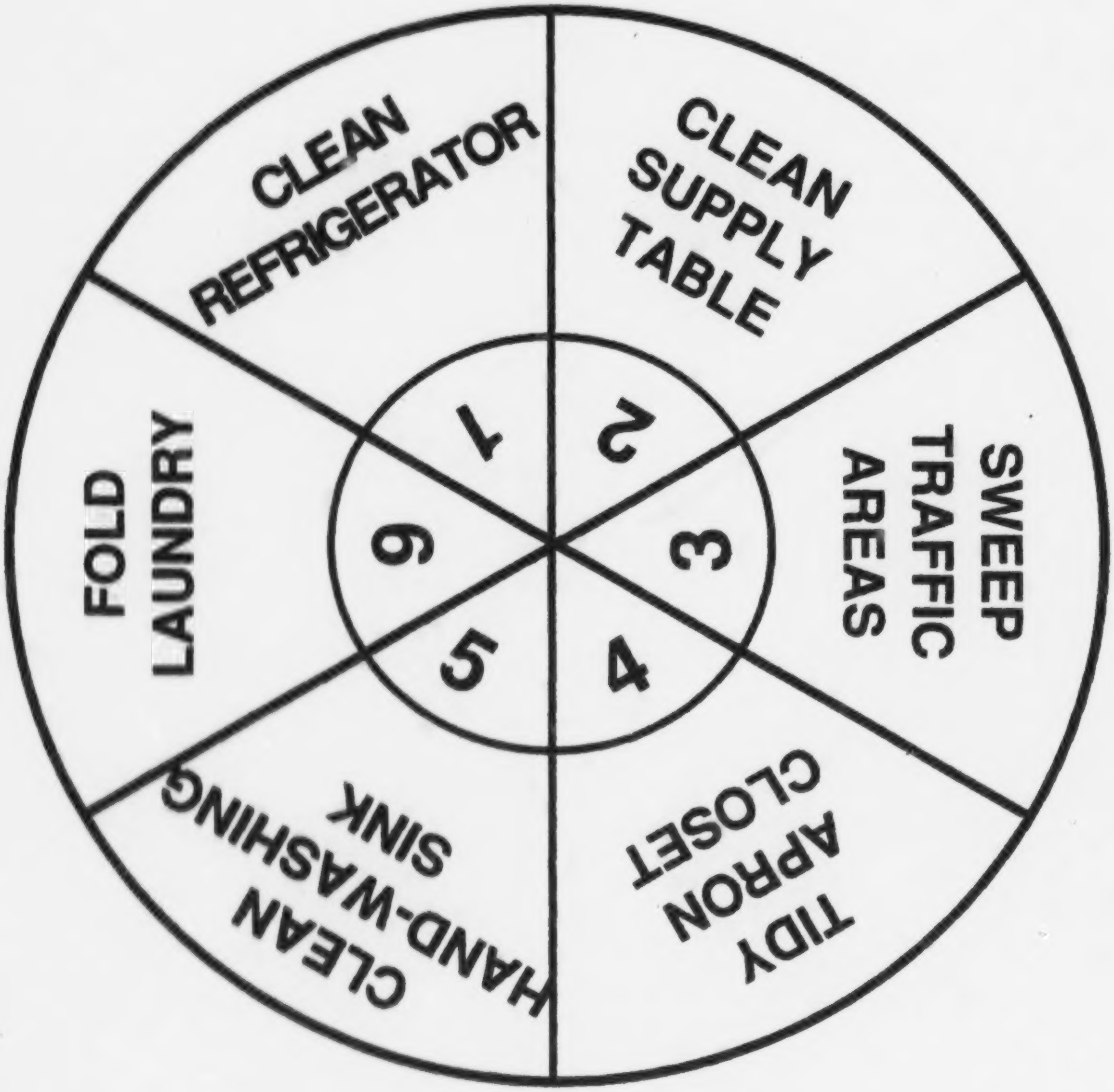
13. Set the table properly by putting the letter that identifies the piece of tableware on the line in front the name of that item.



__I__ Cup and saucer
__D__ Dinner plate
__J__ Water glass
__B__ Salad fork
__C__ Dinner fork
__G__ Spoon
__F__ Knife
__A__ Napkin
__M__ Salad plate
__L__ Bread and butter
__H__ Soup spoon
__E__ Soup bowl
__K__ Dessert fork

KITCHEN DUTY CHART
EXAMPLE

Directions: Divide chart into as many sections as you have kitchens/units in the foods lab. Choose jobs that you need done every cooking lab. Rotate the kitchen/unit numbers every lab or every week.


CLEAN REFRIGERATOR
1
CLEAN SUPPLY TABLE
2
SWEEP TRAFFIC AREAS
3
TIDY APRON CLOSET
4
CLEAN HAND-WASHING SINK
5
FOLD LAUNDRY
6

KITCHEN ORGANIZATION CHART

KITCHEN DUTY* ____________________ LAB DESCRIPTION ________________

LAB DATE ________________________ KITCHEN NUMBER ________________

PERIOD __________ NUMBER OF STUDENTS IN GROUP ____________________

NAMES: ____

____________________________ **HOST/HOSTESS**
- group leader (supervises cooking)
- fills out lab sheet
- takes the place of absent member

____________________________ **CHEF/COOK**
- responsible for cooking
- arranges table and chairs
- sweeps kitchen area

____________________________ **ASSISTANT CHEF/COOK**
- helps the cook
- dries the dishes
- puts dishes away
- cleans microwave if needed

____________________________ **FOOD SERVER**
- sets and clears table
- serves the food when necessary
- cleans counter top, table, and stove

____________________________ **TABLE ATTENDANT**
- gets supplies from the supply table
- helps food server clear table
- * does kitchen duty for group (from wheel)

____________________________ **COOK'S ASSISTANT**
- washes the dishes
- cleans and polishes the sink
- dries sink with towel
- puts dirty towels in laundry area

Duties should be rotated for each food lab.

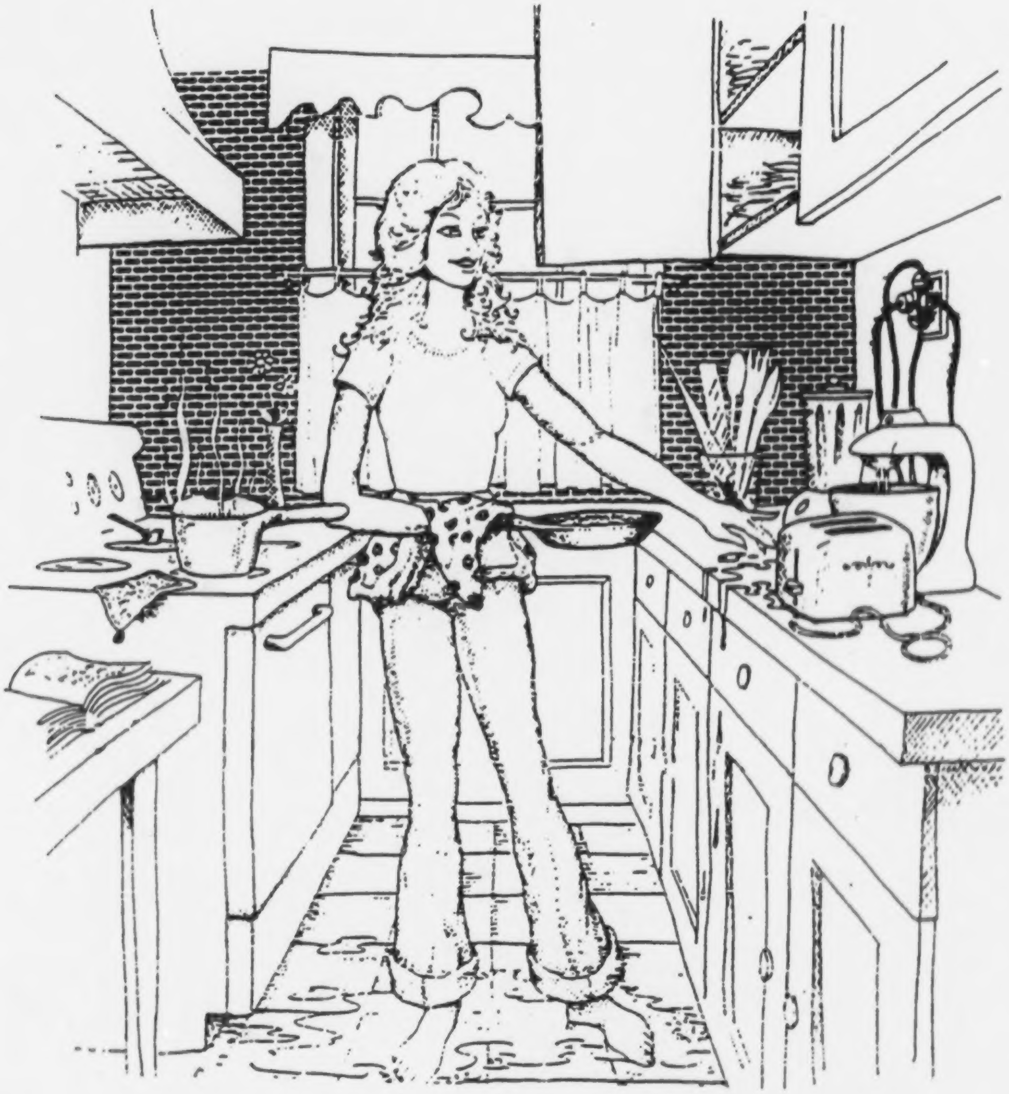
COMPLAINTS: (about previous group) PROBLEMS (in your unit)

EQUIPMENT: (missing-extra-broken) TEACHER CHECK ____________

Name ______________________ Period _____ Date _____________ Score ________

KITCHEN SAFETY

Directions: A kitchen can be hazardous to your health! Identify the hazards you find in the picture below. If you find less than five (5) hazards in this kitchen scene, you're not very safety-conscious. If you find ten or more, call yourself a safety expert.



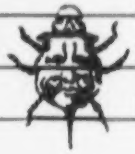
Name ____________________ Period _____ Date ____________ Score _______

OPERATION RISK
(Reducing the Incidence of Sick Kids)

Every year in the United States there are _______ million cases of food-borne illness.

Most of these illnesses are _______________ when proper food handling skills are put into practice.

I. Common Types of Food-Borne Illness

Type	Sources	Symptoms	Prevention
Salmonella			
Staphylococcus			
Aureus			
E-Coli--0157:H7			
Botulism			
			

II. Cross Contamination

Definition: ____

____

Example: ____

____

OPERATION RISK - PAGE 2
(Reducing the Incidence of Sick Kids)

III. Danger Zone

What is the Danger Zone? ____________________________________

____

How long can foods be left in the Danger Zone? ____________________

How can I keep my sack lunch out of the Danger Zone?

1. ____________________________
2. ____________________________
3. ____________________________
4. ____________________________

IV. Hand Washing

Describe the three essentials of effective hand washing.

1. ____________________ 2. ____________________ 3. ________________

It is important to always dry your hands with a ____________ towel.

Hands should be washed after:

1. ____________________ 2. ____________________ 3. ________________

4. ____________________ 5. ____________________ 6. ________________

Hands should be washed before:

1. ____________________ 2. ____________________ 3. ________________

V. Signs of Unsafe Food

mold ____________________________

color ____________________________

danger zone ______________________

jars _____________________________

cans _____________________________

odor ____________________________

texture __________________________

dates ___________________________

unwashed ________________________

temperature ______________________

Do not ____________ food that might be unsafe! Throw it away! Also, do not allow ________ to eat it.

Heat all _______ ___________ vegetables and meats (low acid foods) in an open kettle for 10 minutes before tasting and/or eating.

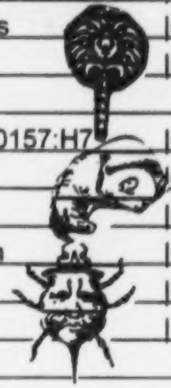
Name ______________________ Period _____ Date _____________ Score _______

OPERATION RISK - TEACHER KEY
(Reducing the Incidence of Sick Kids)

Every year in the United States there are _24-81_ million cases of food-borne illness.

Most of these illnesses are __PREVENTABLE___ when proper food handling skills are put into practice.

I. Common Types of Food-Borne Illness



Type	Sources	Symptoms	Prevention
Salmonella	poultry, egg	nausea	wash hands often
	raw meat, fish,	vomiting	sanitize food preptools/areas
	unpasteurized milk	diarrhea	prevent cross contamination
Staphylococcus	human body; cuts,	nausea, diarrhea	wash hands often
Aureus	sores, coughing,	vomiting	wear bandaids on cuts
	nasal passages	stomach cramps	cover mouth when
			coughing/sneezing
E-Coli--0157:H7	raw/undercooked beef	nausea, vomiting	cook meat thoroughly;
	ground beef	stomach cramps	keep hot food hot;
	unpasteurized milk	bloody diarrhea	keep cold food cold;
Botulism	improperly processed	headache;	use proper methods when
	low-acid foods;	bloating; nausea	processing low-acid foods;
		diarrhea	check for signs of unsafe
			foods

II. Cross Contamination

Definition: _WHEN BACTERIA FROM ONE FOOD IS TRANSFERRED TO _______ _ANOTHER FOOD DUE TO UNSANITARY PRACTICES_____________

Example: _1. CUT RAW CHICKEN ON CUTTING BOARD, DON'T SANITIZE__ ____BOARD SUFFICIENTLY, USE BOARD TO CUT SALAD MAKINGS___

2. DIRTY UTENSILS OR DISHES USED TO SERVE COOKED MEATS

OPERATION RISK - PAGE 2
(Reducing the Incidence of Sick Kids)

III. Danger Zone

What is the Danger Zone? __BETWEEN 40 DEGREES FAHRENHEIT AND 140 DEGREES FAHRENHEIT____

TEMPERATURES AT WHICH HARMFUL BACTERIA GROW BEST

How long can foods be left in the Danger Zone? _TWO HOURS_MAXIMUM__

How can I keep my sack lunch out of the Danger Zone?

1. __FREEZE JUICE BOX_____________ 3. __FREEZE SANDWICH___________
2. __FILL ZIPLOCK BAG WITH ICE______ 4. __GEL PAKS/INSULATED LUNCH BOX_

IV. Hand Washing

Describe the three essentials of effective hand washing.

1. __WARM/HOT WATER___ 2. __SOAP___ 3. __WASH FOR 20 SECONDS__

It is important to always dry your hands with a ___CLEAN_________ towel.

Hands should be washed after:

1. _USING THE TOILET__ 2. _SNEEZING/COUGHING___ 3. _TOUCHING A PET___
4. _TOUCHING NOSE/MOUTH_ 5. _TOUCHING DIRT__ 6. HANDLING UNSAFE FOOD

Hands should always be washed before:

__PREPARING FOOD________ or ___EATING____________

V. Signs of Unsafe Food

mold ___(EXCEPT HARD CHEESE)_______ odor __OFF;__UNUSUAL_________
color ___UNUSUAL___________________ texture _SLIMY; GRITTY; WITHERED_
danger zone __MORE THAN TWO HOURS_ dates __EXPIRED;__USE BY/SELL BY__
jars __UNSEALED OR PUSH TOP____ unwashed __FRUITS/VEGETABLES__
cans _BULGED; LEAKING___ temperature _HOT FOOD HOT; COLD FOOD COLD

Do not __TASTE______ food that might be unsafe! Throw it away! Also, do not allow __PETS___ to eat it.

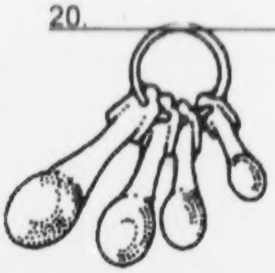
Heat all _HOME__ __CANNED___ vegetables and meats (low acid foods) in an open kettle for 10 minutes before tasting and/or eating.

Name ______________________ Period _____ Date _____________ Score _______

COOKING UTENSIL SCAVENGER HUNT

DIRECTIONS: Find the following pieces of equipment in your unit and tell where you found it. Then identify a use for each piece.

COOKING UTENSIL	WHERE LOCATED	USE
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		
11.		
12.		
13.		
14.		
15.		
16.		
17.		
18.		
19.		
20.		

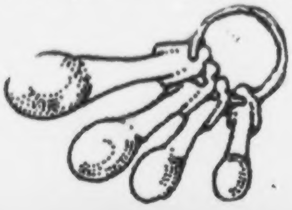


Name ______________________ Period _____ Date _____________ Score _______

COOKING UTENSIL SCAVENGER HUNT - TEACHER SAMPLE

DIRECTIONS: Find the following pieces of equipment in your unit and tell where you found it. Then identify a use for each piece.

COOKING UTENSIL	WHERE LOCATED	USE
1. Liquid measuring cup		
2. Wooden spoon		
3. Pot holder		
4. Cookie sheet		
5. Measuring spoon		
6. Paring knife		
7. Cutting board		
8. Cooling rack		
9. Tray		
10. Metal spatula		
11. Saucepan		
12. Grater		
13. Biscuit cutter		
14. Sifter		
15. Pizza pan		
16. Rubber spatula		
17. Mixing bowl		
18. Pancake turner		
19. Pastry blender		
20. Dry measuring cup		



Name ____________________ Period _____ Date ____________ Score _______

SCHEDULING AND PLANNING

Directions: Find a recipe in one of the cookbooks provided. It must have a minimum of ______ ingredients and not more than _____ ingredients. Copy the recipe below, including the directions.

BE SURE TO USE A PENCIL FOR THIS ASSIGNMENT!

NAME OF RECIPE ______________________________

Ingredients:	Directions:
____________	____
____________	____
____________	____
____________	____
____________	____
____________	____
____________	____
____________	____
____________	____
____________	____

In the spaces below, write out each individual task that must be done to complete this recipe. Write the tasks in the order they should be completed. Then write the time you estimate that it will take to complete each task. Some tasks may not be in the directions of the recipe. Remember, this is a step-by-step process.

TASK	TIME
____	________
____	________
____	________
____	________
____	________
____	________
____	________
____	________
____	________
____	________

Name ____________________ Period _____ Date ____________ Score _______

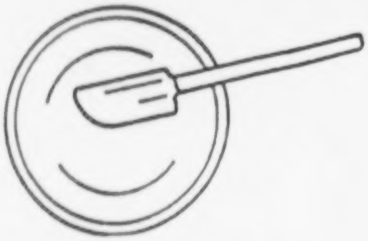
SCHEDULING AND PLANNING

TASK	TIME

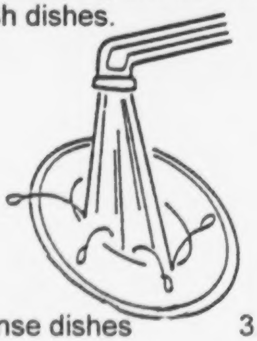
DISHWASHING PROCEDURES

Concept: Keeping the kitchen and dishes clean is a very important part of food preparation at home, school, or in the restaurant business.

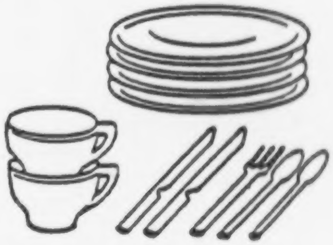
Directions: Listed below are the steps in washing dishes. Review these steps and use them each time you wash dishes.



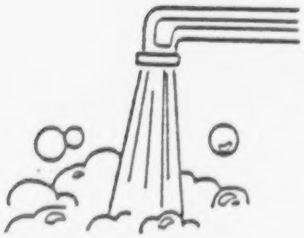
1. Scrape food particles off dishes



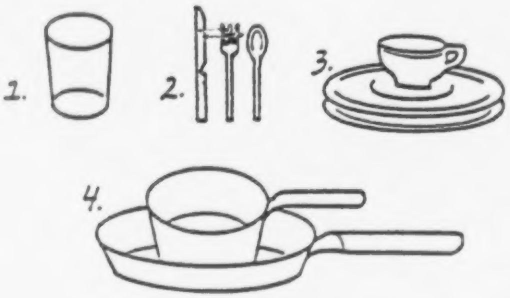
2. Prerinse dishes lightly



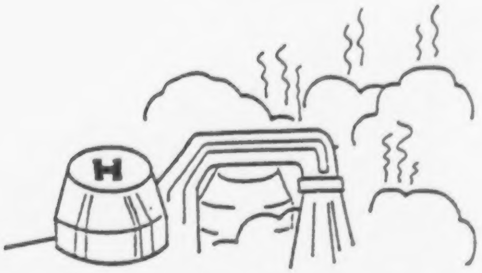
3. Sort and stack dishes by groups



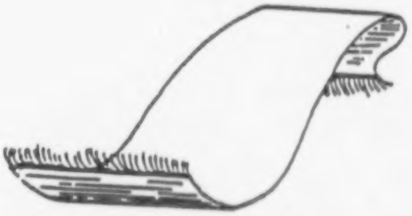
4. Wash in hot, soapy water



5. Wash dishes in correct order by groups



6. Rinse in hot water



7. Air dry or dry with a clean towel

Name _______________ Period _____ Date ____________ Score _______

DISHWASHING STEPS

Below are listed the steps in washing dishes. Put them in order by placing a number from 1 to 7 in front of each step.

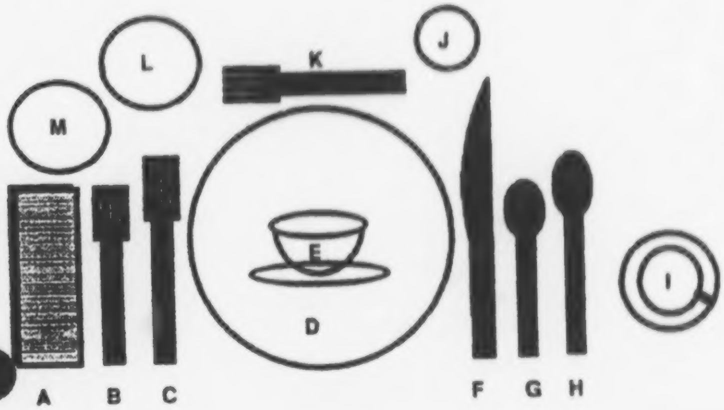
_______ Air dry or dry with a clean towel
_______ Prerinse dishes lightly
_______ Wash dishes in order
_______ Wash in hot, soapy water
_______ Scrape food particles off dishes
_______ Sort and stack dishes by groups
_______ Rinse in hot water

Listed below are the various groups of dishes to be washed. Put them in order by placing a number from 1 to 4 in front of each group.

_______ Silverware
_______ Pots and pans
_______ Glasses
_______ Cups, bowls, saucers, and plates

SET THE TABLE

Set the table properly by putting the letter that identifies the piece of tableware on the line in front of the name of that item.



_____ Cup and saucer
_____ Dinner plate
_____ Water glass
_____ Salad fork
_____ Dinner fork
_____ Spoon
_____ Knife
_____ Napkin
_____ Salad plate
_____ Bread and butter
_____ Soup spoon
_____ Soup bowl
_____ Dessert fork

Name ______________________ Period _____ Date _____________ Score _______

DISHWASHING STEPS - TEACHER KEY

Below are listed the steps in washing dishes. Put them in number order by placing a number from 1 to 7 in front of each step.

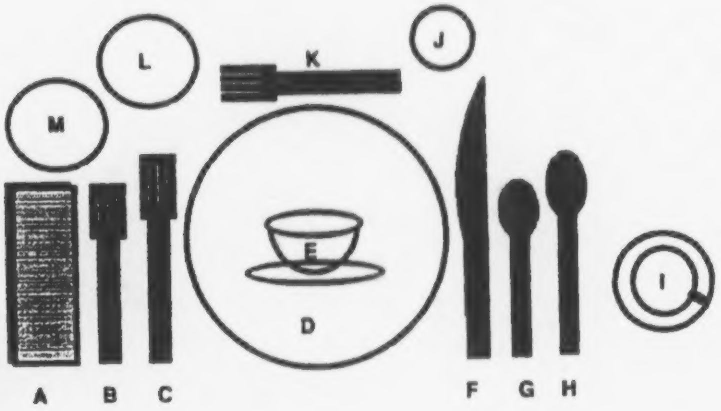
___7___ Air dry or dry with a clean towel
___2___ Prerinse dishes lightly
___5___ Wash dishes in correct order by groups
___4___ Wash in hot, soapy water
___1___ Scrape food particles off dishes
___3___ Sort and stack dishes by groups
___6___ Rinse in hot water

Listed below are the various groups of dishes to be washed. Put them in number order by placing a number from 1 to 4 in front of each group.

___2___ Silverware
___4___ Pots and pans
___1___ Glasses
___3___ Cups, bowls, saucers, and plates

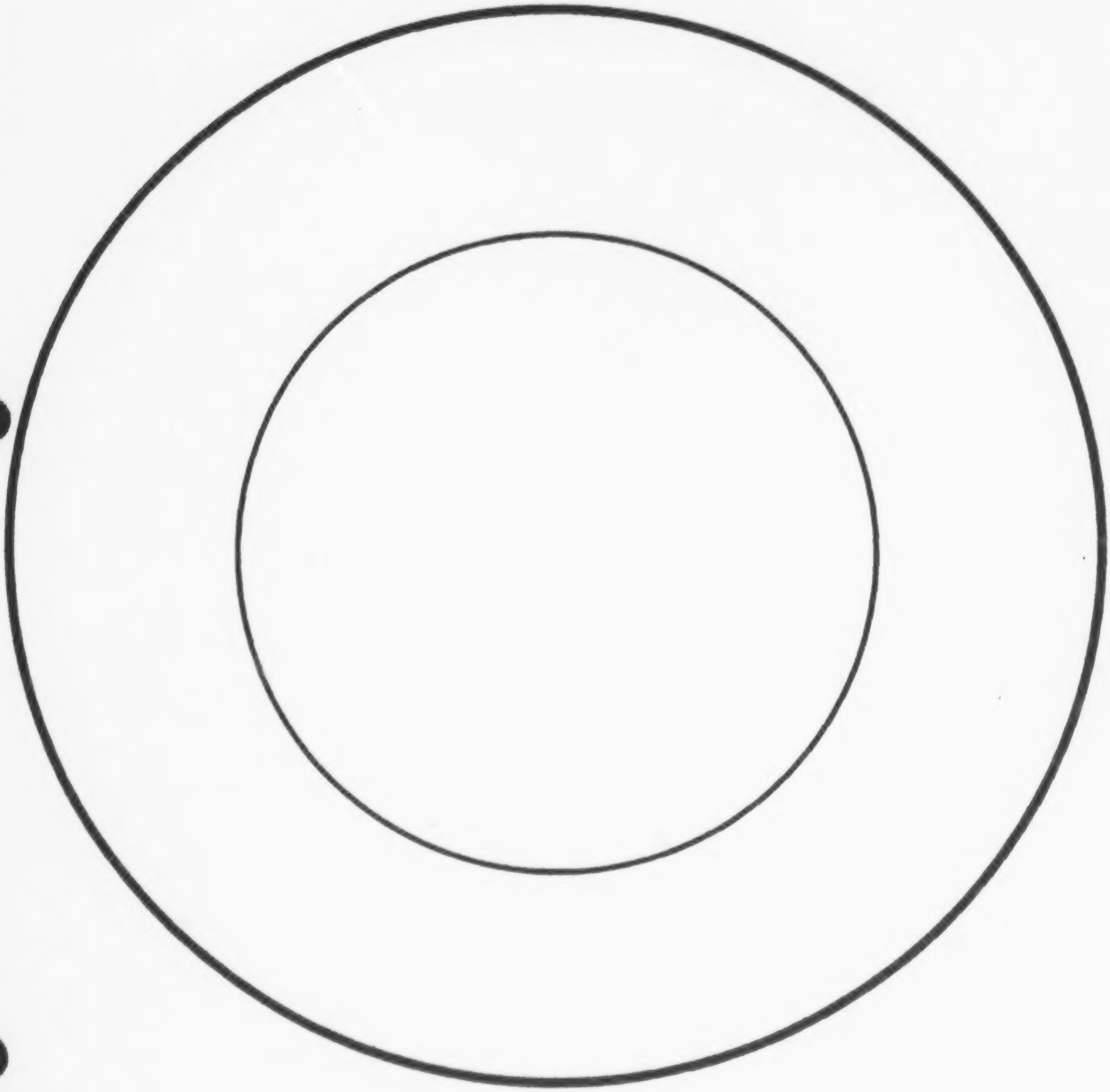
SET THE TABLE

Set the table properly by putting the letter that identifies the piece of tableware on the line in front of the name of that item.

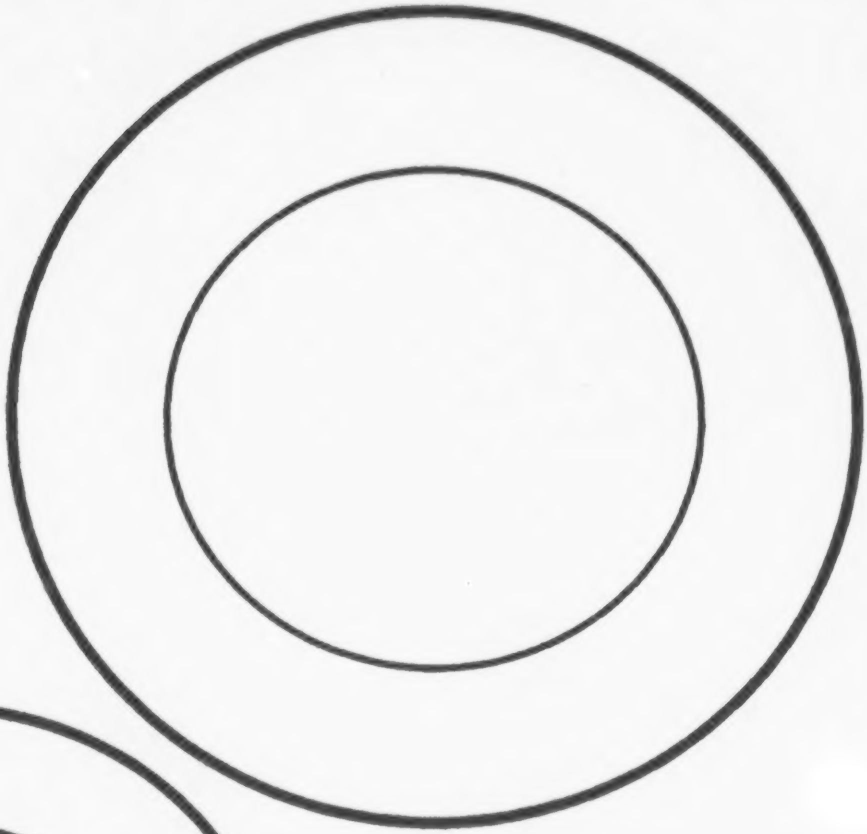


__I__ Cup and saucer
__D__ Dinner plate
__J__ Water glass
__B__ Salad fork
__C__ Dinner fork
__G__ Spoon
__F__ Knife
__A__ Napkin
__M__ Salad plate
__L__ Bread and butter
__H__ Soup spoon
__E__ Soup bowl
__K__ Dessert fork

TABLESETTING PIECES - PAGE 1



TABLESETTING PIECES - PAGE 2

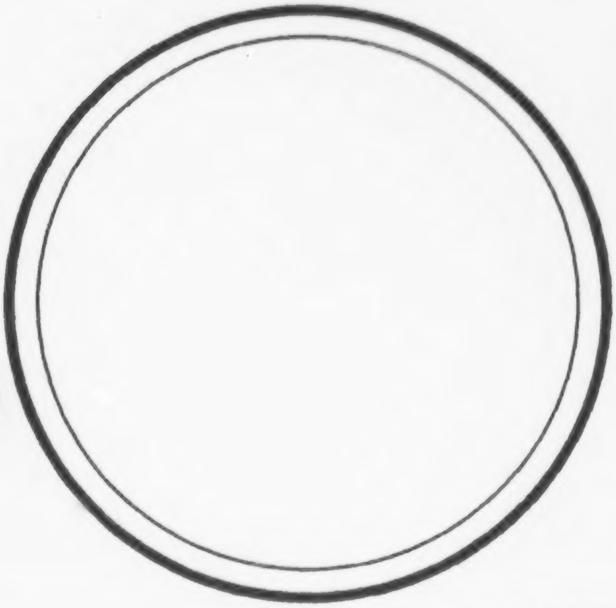


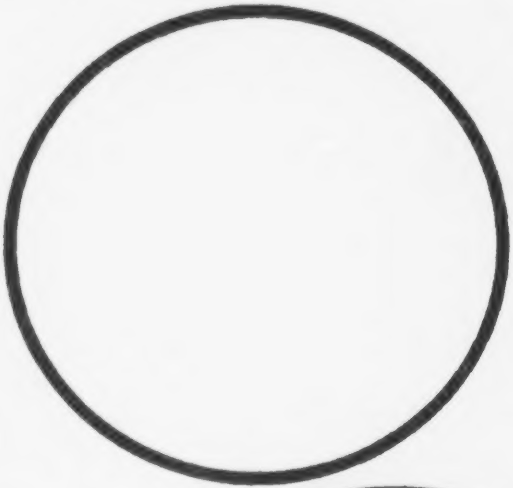
BREAD/BUTTER
DESSERT
PLATE

CUP AND
SAUCER

TABLESETTING PIECES - PAGE 3

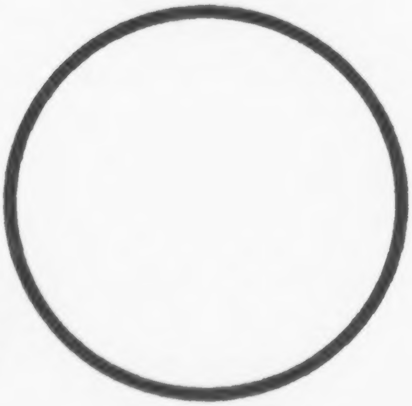
SMALL DESSERT DISH

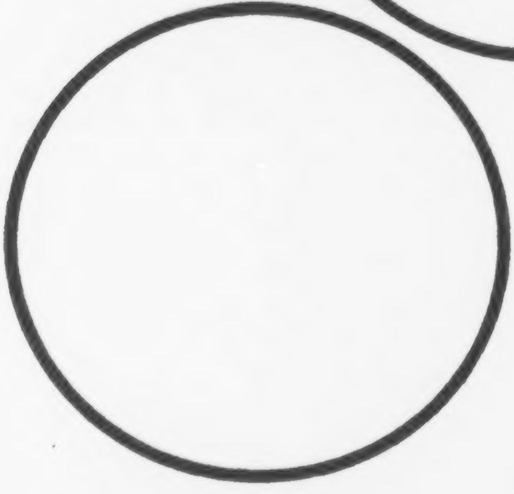




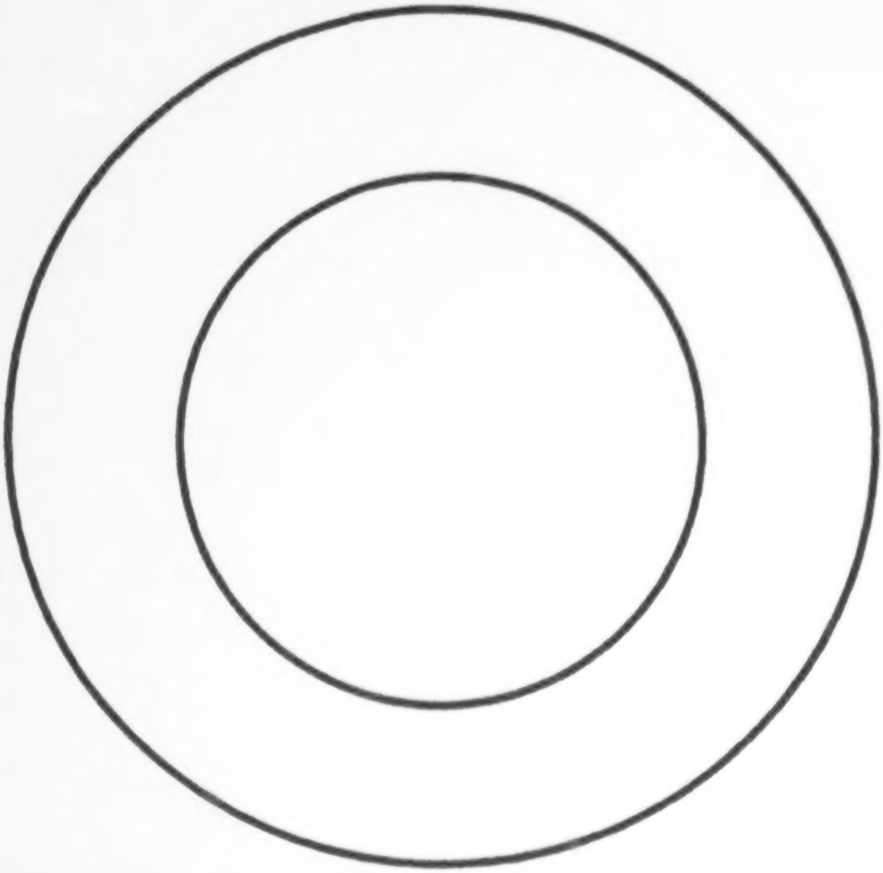
WATER, DRINK,
OR WINE
GOBLETS

LIQUER GOBLET





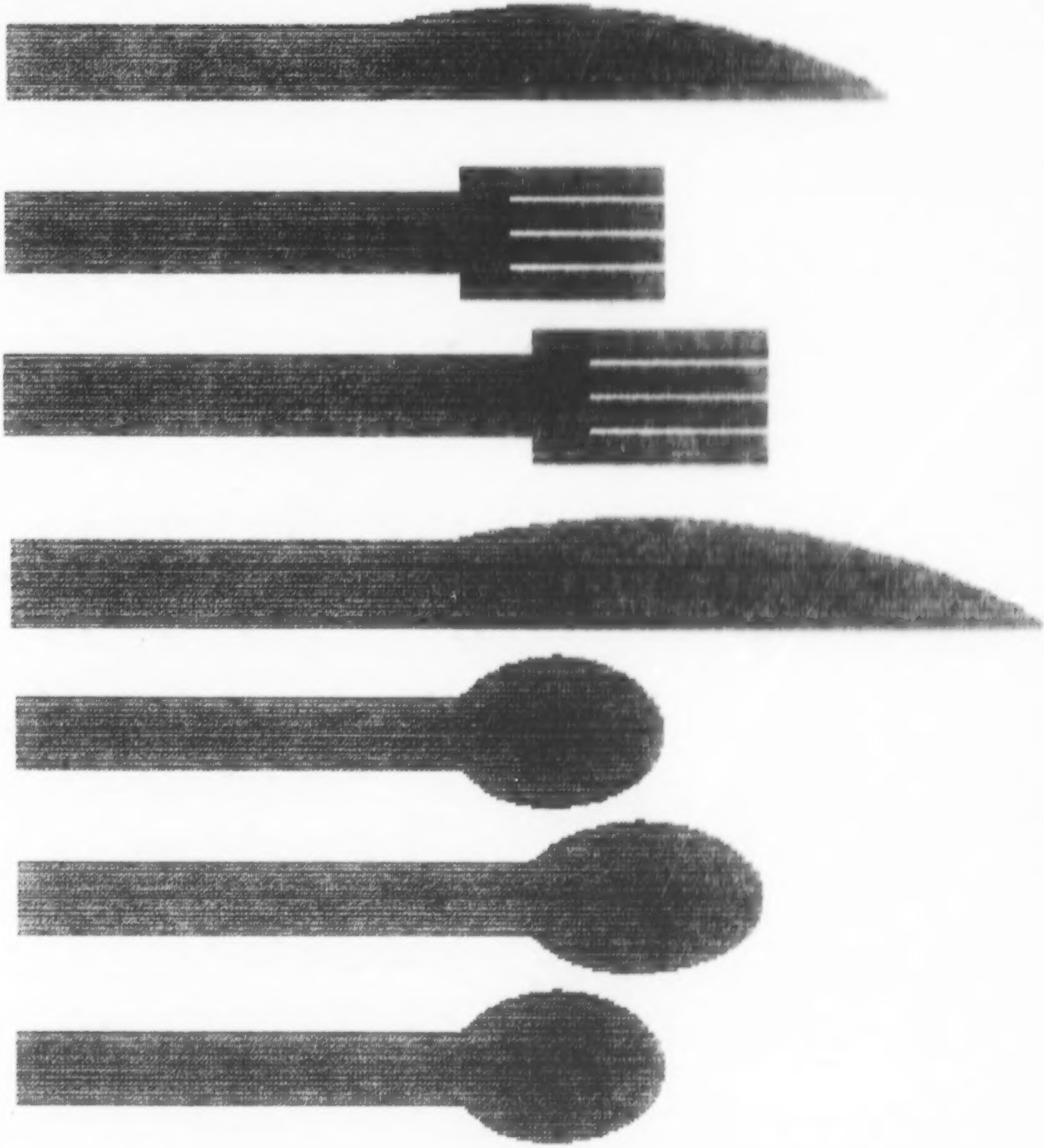
TABLESETTING PIECES - PAGE 4



SALAD
PLATE

NAPKIN

TABLESETTING PIECES - PAGE 5



CAREER INFORMATION

FOOD SERVICE EMPLOYEE:

All persons employed in the food service industry must know and practice safety and sanitation rules and procedures on a daily basis. There are strict regulations concerning safety and sanitation that must be followed regularly in order for the business to maintain its license to operate. Health inspectors periodically inspect all food service businesses and identify any safety and/or sanitation violations.

There is a wide variety of food service careers, ranging from entry-level positions to management positions. The salaries range from minimum wage for entry-level positions to much higher pay for experienced personnel, depending on the education and/or training received and responsibilities.

KITCHEN HELPER:

Kitchen helpers work under the direction of the chefs and cooks, performing tasks requiring less skill. They weigh and measure ingredients, fetch pots and pans, stir and strain soups and sauces, clean, peel, and slice vegetables and fruits, and make salads. They may also cut and grind meats or other foods in preparation for cooking. Their responsibilities also include cleaning and sanitizing work areas, cooking equipment and utensils, and dishes and silverware.

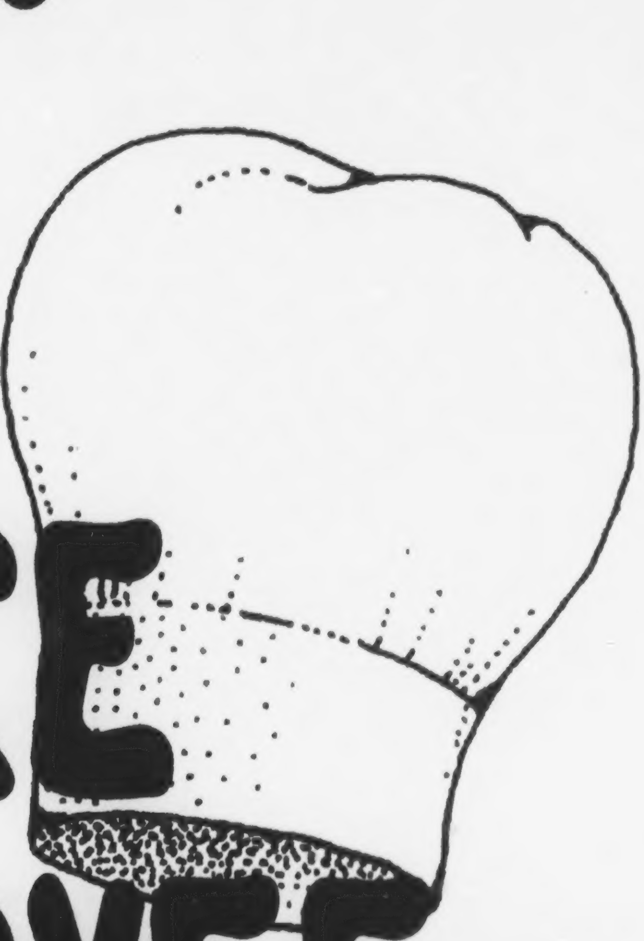
Kitchen helpers usually start at the minimum wage and may work at this level for some time before advancement opportunities occur. However, most people who work in the food service industry begin as a kitchen helper. Kitchen helpers usually receive on-the-job training and can begin working during high school.

HEALTH INSPECTOR:

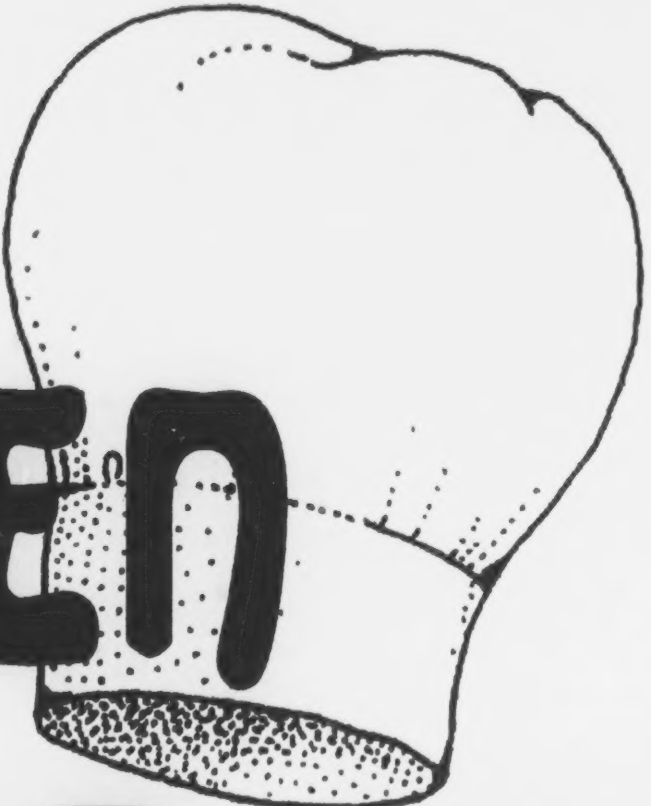
Health inspectors (compliance officers) work with engineers, chemists, microbiologists, and health workers to insure compliance with public health and safety regulations governing food, drugs, cosmetics, and other consumer products. Most inspectors specialize in one area and become an expert in that field. Food inspectors inspect meat and poultry processing, food and beverage processing and handling, and sanitary conditions. People who enter this occupation should like detailed work and be able to express themselves well orally and in writing.

Health inspectors must have a bachelor's degree and must pass an examination for the Food and Drug Administration. Related experiences can also help to qualify a person for the job.

FOOD SERVICE EMPLOYEE



KITCHEN HELPER



HEALTH INSPECTOR

FOODS AND NUTRITION

TOPIC #13: Food Measurements ***TIME PERIOD:*** 1½ -2 days

CORE STANDARD #4: ***Careers:*** The students will explore careers related to family and consumer sciences and health, identifying skills which are applicable for both the home and the school/workplace, and the impact of career choices on family lifestyles.

OBJECTIVE: Students will demonstrate use of standard measurement abbreviations, equivalents, and techniques during a food preparation experience.

INDEPENDENT LIVING SKILLS (COMPETENCIES):

20.0001-0405	Recognize and use standard measurement abbreviations.
20.0001-0406	Recognize and use standard measurement equivalents.
20.0001-0407	Apply standard measurement techniques.

LIFE SKILLS:

* Lifelong Learning
* Complex Thinking
* Effective Communication
* Collaboration
* Responsible Citizenship
* Employability

RELATED CAREERS:	***OCCUPATIONAL CLUSTER:***
Cook and/or Chef	Technical/Crafts; Family and Consumer Sciences
Food Scientist	Technical/Agriculture and Natural Resources; FACS
Baker or Pastry Chef	Technical/Crafts; Family and Consumer Sciences
Dietitian	Scientific/Medical; Family and Consumer Sciences
Food Inspector	Scientific/Medical; Family and Consumer Sciences
Food Technologist	Technical/Agriculture and Natural Resources; FACS

LIST OF STUDENT ACTIVITIES:	***SUPPLIES REQUIRED:***
1. Measurements Bulletin Board	Pieces of measuring equipment (13.12-13.15)
2. Measuring Race (Motivator)	Flour, water, salt Measuring equipment: (1) Dry measuring cup (1) Liquid measuring cup (2) Tablespoons (1) Teaspoon
➧ 3. Measuring Techniques	Copies of student activity guide (13.19-13.21) Supplies and equipment for "Fruit Freeze" demonstration (13.18)
➧ 4. Measurement Abbreviations and Equivalents Activity	Copies of student activity guide (13.25-13.26) Measuring equipment: (1) Teaspoon and tablespoon (1) Liquid measuring cup (1) Pint jar (1) Quart jar (1) Gallon jar (1) Quarter pound stick of margarine
5. Mad Measurer and Absent Minded Abbreviator Games	Several sets of each game (13.29-13.48)
6. Measuring Lab - Easy Oatmeal Bars or - Oatmeal Munchies	Copies of lab sheets for students (13.49-13.52) Overhead transparency of lab sheet Ingredients for recipe chosen
7. Identification of Related Careers	Career information (13.53-13.54) Career posters (13.55-13.60)

◆◆

PROCEDURE

CONCEPT: Correct measurements are a vital part of food preparation at home, school, or in the workplace.

1. ***FOOD MEASUREMENTS BULLETIIN BOARD***

Prior to the beginning of this topic, prepare a bulletin board on food measurements similar to the diagram on page 13.12 using the patterns provided on pages13.13-13.15 to illustrate the standard measurements.

2. ***MEASURING RACE (MOTIVATOR)***

Have a race between two students to see who can measure equivalent volumes the fastest using different methods for measuring. Both students should begin measuring at the same time. This activity illustrates how using the largest possible measurement saves a lot of time in food preparation.

Student #1 should have:	a dry measuring cup a liquid measuring cup a tablespoon a mixing bowl
Student #2 should have:	a tablespoon a teaspoon a mixing bowl
Both students should have:	flour salt water
Student #1 should measure:	1 cup flour 1/4 cup water 1 Tbsp. salt
Student #2 should measure:	1/4 cup flour (4 times) 1 Tbsp. water (4 times) 1 teaspoon salt (3 times)

NOTE: If the teacher doesn't want to waste the ingredients used in this activity, three (3) small containers could be used to keep the ingredients separate for reuse.

◆◆◆

PROCEDURE

◆3. *MEASURING TECHNIQUES*

Demonstrate various measuring techniques, using the student activity guide, MEASURING TECHNIQUES (pages 13.19-13.21), as a directory for information to cover. It is recommended that the teacher finish the demonstration by making the FRUIT FREEZE recipe provided on page 13.18, with particular emphasis placed on the measuring techniques incorporated.

◆4. *MEASUREMENT ABBREVIATIONS AND EQUIVALENTS ACTIVITIES*

Part I - Abbreviations:

Give each student a copy of the student activity guide, MEASUREMENT ABBREVIATIONS AND EQUIVALENTS (pages 13.25-13.26), and let the students guess at the measurement abbreviations on page 13.25. After the students have completed this page, give the correct answers to the students, allowing them to correct their papers for reference later.

Part II - Equivalents:

Set up a measurement table with various kinds of measuring equipment, water, and margarine. Review the directions given at the top of page 13.26 with the students and let the students complete the MEASUREMENT EQUIVALENTS student activity guide.

A resource for measurement, abbreviation, and equivalent tables is recipe books. The students should know that this source is readily available for them whenever needed.

This student activity guide could be included in the "Independent Ideas" Handbook.

5. *THE MAD MEASURER AND THE ABSENT-MINDED ABBREVIATOR*

After the students have reviewed the measurement equivalents and abbreviations found on the measurement information sheet, the students can break into small groups and play "The Mad Measurer" and "The Absent-Minded Abbreviator" (pages 13.29-13.48).

NOTE: It is suggested the teacher have several sets of these games run on card stock and laminated before cutting them apart. To further simplify things, it is also suggested that the teacher use one group of colors for the sets of equivalents and another group of colors for the sets of abbreviations to help keep the sets separated.

◆◆

INSTRUCTIONS FOR "THE MAD MEASURER" AND "THE ABSENT-MINDED ABBREVIATOR"

Both of these games are played the same as the "Old Maid" card game. The wild card in the measuring game is called the "Mad Measurer," and the wild card in the abbreviations game is called the "Absent-Minded Abbreviator."

Just a quick review about "Old Maid" rules:

a. The cards are shuffled and all of the cards are passed out to the players.

b. Players should check their cards to see if they have any "matches," and if they do, they should be put down on the table next to the player.

c. As each person takes his/her turn, he/she draws one card from the player on his/her left. After drawing, if he/she has a "match," it should be placed on the table. The player continues to draw as long as he/she has "matches."

d. When the player no longer has any "matches," the player on his/her right takes his/her turn, etc., as play continues around the table.

e. The object is to get all the cards matched up and placed down on the table as soon as possible. Play should continue until all the cards have been matched.

f. The player left with the wild card is the "Mad Measurer" or the "Absent-Minded Abbreviator" and can be declared the winner. The teacher may want to give some reward to the winners.

6. ***MEASURING LAB***

Let the students make one of the recipes supplied (13.49-13.52) and practice using the measuring techniques.

Since this will be the first food lab experience in the T-L-C CORE program, it might be good to take some time to go over the following items as necessary:

a. How to complete the lab sheet. (The teacher may want to make an overhead transparency of the lab sheet to use for reference as the directions are given.)

b. Explain that lab sheets are an important planning tool that prevents wasted time and wasted food.

c. This procedure will be used every time they have a food preparation lab.

◆ ◆ ◆

d. Labs are designed as learning experiences, not just snack time!

e. The teacher must see the finished product for evaluation before it is eaten.

f. How to complete the brief evaluation section on the lab sheet after the product is made.

g. Remind the students of the importance of measuring carefully so they have a quality product to enjoy.

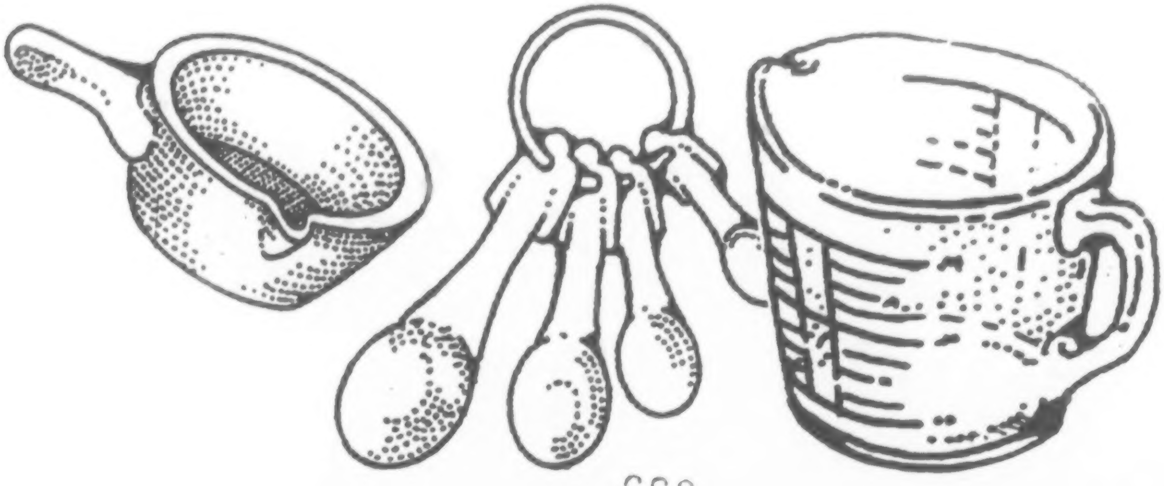
h. Identify the ingredients in the recipe chosen that are high in nutritional value and discuss them with the students.

These two recipes have been selected because of the measuring experiences involved and the short time required to complete the lab.

7. ***IDENTIFICATION OF RELATED CAREERS***

Identify the careers related to food measurements by using the career information (pages 13.53-13.54) and the career posters (pages 13.55-13.60).

SUMMARY: A basic knowledge of measuring terms, equipment, and equivalents is necessary before one can successfully prepare food to eat at home, school, or in the workplace.



CORE TEST QUESTION BANK

20.0001-0405 *Recognize and use standard measurement abbreviations.*

1. Match the abbreviations listed on the left with the measurement terms on the right by putting the letter of the abbreviation in the space before the measurement term.

A.	c.	__C__	quart
B.	pt.	__G__	ounce
C.	qt.	__H__	pound
D.	gal.	__B__	pint
E.	tsp. or t.	__F__	tablespoon
F.	Tbsp. or T.	__A__	cup
G.	oz.	__E__	teaspoon
H.	lb.	__D__	gallon

2. Match the abbreviations listed on the left with the measurement terms on the right by putting the letter of the abbreviation in the space before the measurement term.

I.	tr.	__L__	hour
J.	doz.	__I__	trace
K.	°F.	__K__	degrees Fahrenheit
L.	hr.	__O__	degrees Celsius
M.	min.	__N__	seconds
N.	sec.	__J__	dozen
O.	°C	__M__	minutes

20.0001-0406 *Recognize and use standard measurement equivalents.*

1. Match the amounts listed on the left with the amount that is equal on the right by putting the letter in the space provided.

A.	4 quarts	__I__	½ pound
B.	4 cups or 2 pints	__A__	1 gallon
C.	2 cups	__E__	½ cup
D.	½ pint or 16 tablespoons	__H__	1 pound
E.	8 tablespoons	__B__	1 quart
F.	4 tablespoons	__D__	1 cup
G.	3 teaspoons	__G__	1 tablespoon
H.	16 ounces	__C__	1 pint
I.	8 ounces	__F__	1/4 cup

◆◆◆

CORE TEST QUESTION BANK

2. If there are 2 pints in a quart, and there are 4 quarts in a gallon, how many pints are there in a gallon?
   a. 6
   b.* 8
   c. 12
   d. 16

3. If there are 3 teaspoons in a tablespoon, and there are 4 tablespoons in a 1/4 cup, how many teaspoons are there in a 1/4 cup?
   a. 6
   b. 8
   c.* 12
   d. 16

4. If there are 4 cups in a quart, and there are 4 quarts in a gallon, how many cups are there in a gallon?
   a. 6
   b. 8
   c. 12
   d.* 16

5. If there are 16 ounces in a pound, how many ounces would be in 3 pounds?
   a. 24
   b. 36
   c.* 48
   d. 50

6. One stick of butter or margarine is equal to:
   a. 1/4 cup
   b. 1/3 cup
   c.* ½ cup
   d. 1 cup

7. If the recipe calls for 2 teaspoons of vanilla and you are tripling (3 times) the recipe, how much vanilla will you measure?
   a. 1 tablespoon
   b.* 2 tablespoons
   c. 3 tablespoons
   d. 6 tablespoons

♦ ♦ ♦

CORE TEST QUESTION BANK

20.0001-0407 Apply standard measurement techniques.

1. For the purpose of measuring, food ingredients are divided into two groups. They are:
   a. Hard and soft
   b.* Liquid and dry
   c. Cooked and uncooked

2. "Graduated cups" means:
   a.* That each cup in the set is slightly larger than the last one
   b. That each cup in the set is exactly the same size
   c. That each cup in the set is a different color than the last one

3. In recipes that call for the flour to be sifted, when should the flour be sifted?
   a.* Before you measure it
   b. After you measure it
   c. After you mix it with the other dry ingredients
   d. Any of the above items will be okay

4. When measuring brown sugar, it should be:
   a. Loosely packed into the dry measuring cup
   b.* Firmly packed into the dry measuring cup and level to the top
   c. Melted on the stove first and then measured
   d. Mixed with the flour first and then measured

5. A liquid measuring cup:
   a. Is the same as a dry measuring cup
   b. Has the same measurements as a dry measuring cup
   c.* Is quite different from a dry measuring cup

6. Dry ingredients are measured:
   a.* In a plastic or metal graduated measuring cup
   b. In a liquid measuring cup
   c. In a coffee cup
   d. Both b and c answers are correct

7. Which type of measuring cup needs to have a pour spout on it?
   a. Dry measuring cup
   b.* Liquid measuring cup
   c. Both liquid and dry measuring cups
   d. Neither one needs it

♦♦♦

CORE TEST QUESTIONS

8. Which type of measuring cup needs to have some extra space at the top of the cup?
   a. Dry measuring cup
   b.* Liquid measuring cup
   c. Both liquid and dry measuring cups
   d. Neither one needs it

9. Which type of measuring cup needs to be flat at the top with no extra room above the ingredient?
   a.* Dry measuring cup
   b. Liquid measuring cup
   c. Both liquid and dry measuring cups
   d. Neither one needs it

10. Which type of measuring cup do you need to use with a spatula to get rid of any excess amount of the ingredient?
   a.* Dry measuring cup
   b. Liquid measuring cup
   c. Both liquid and dry measuring cups
   d. Neither one needs it

11. When you are measuring liquids in the liquid measuring cup, you:
   a. Don't have to worry about how the cup sits
   b. Should sit the cup as close to the stove as possible
   c.* Should be sure the cup is sitting on a flat surface and read at eye level
   d. Should put the cup down in the sink

12. Which type of equipment should be used to measure amounts greater than 1/4 cup?
   a.* Measuring cups
   b. Measuring spoons
   c. Mixing bowls
   d. Sauce pans

13. Which type of equipment should be used to measure amounts less than 1/4 cup?
   a. Measuring cups
   b.* Measuring spoons
   c. Mixing bowls
   d. Sauce pans

CORE TEST QUESTIONS

14. Which of the following ingredients should be sifted before you measure it?
a. Sugar
b. Brown sugar
c.* Flour
d. Cornmeal

15. Which of the following ingredients should be firmly packed into the cup when measuring?
a. Sugar
b.* Brown sugar
c. Flour
d. Cornmeal

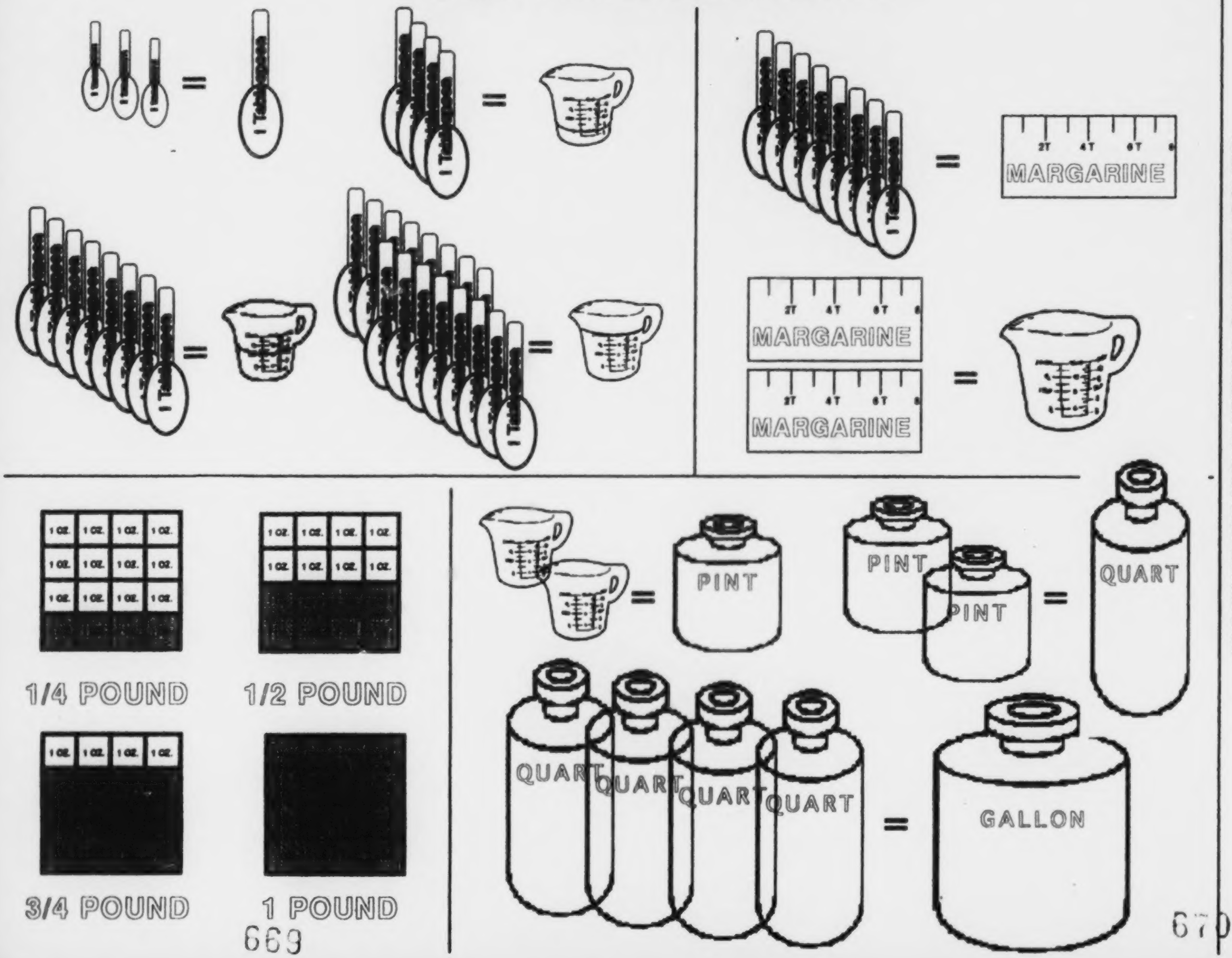
13. The four standard sizes of measuring spoons are:
a. Two tablespoons, one tablespoon, one teaspoon, ½ teaspoon
b. One tablespoon, ½ tablespoon, one teaspoon, ½ teaspoon
c. One tablespoon, two teaspoons, one teaspoon, ½ teaspoon
d.* One tablespoon, one teaspoon, ½ teaspoon, and 1/4 teaspoon

17. When measuring flour, one should use a:
a. Coffee cup
b. Paper cup
c.* Dry measuring cup
d. Liquid measuring cup

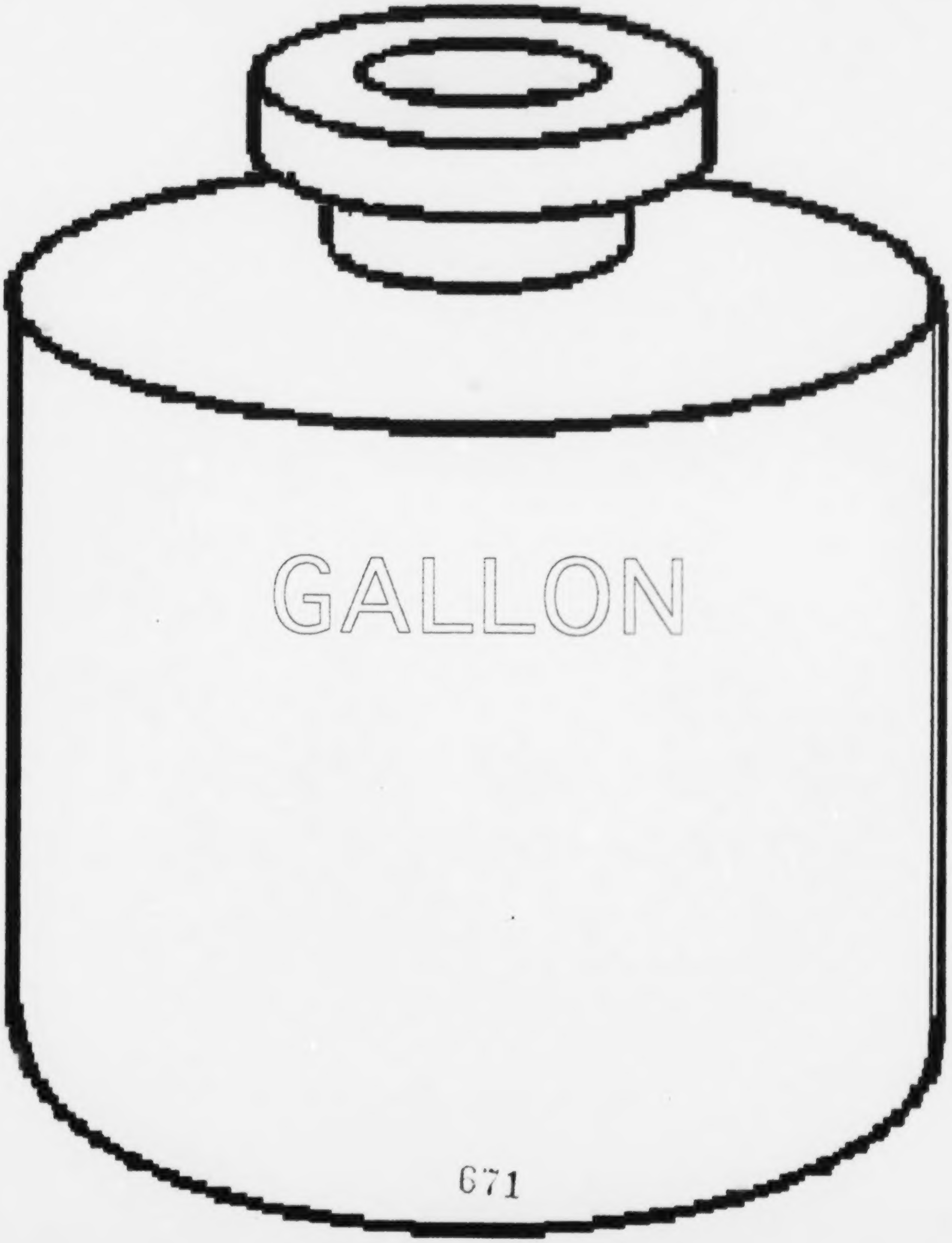
18. Shortening should be ________________ when measured.
a.* At room temperature
b. Frozen
c. Refrigerated
d. Heated

MEASUREMENTS BULLETIN BOARD DIAGRAM

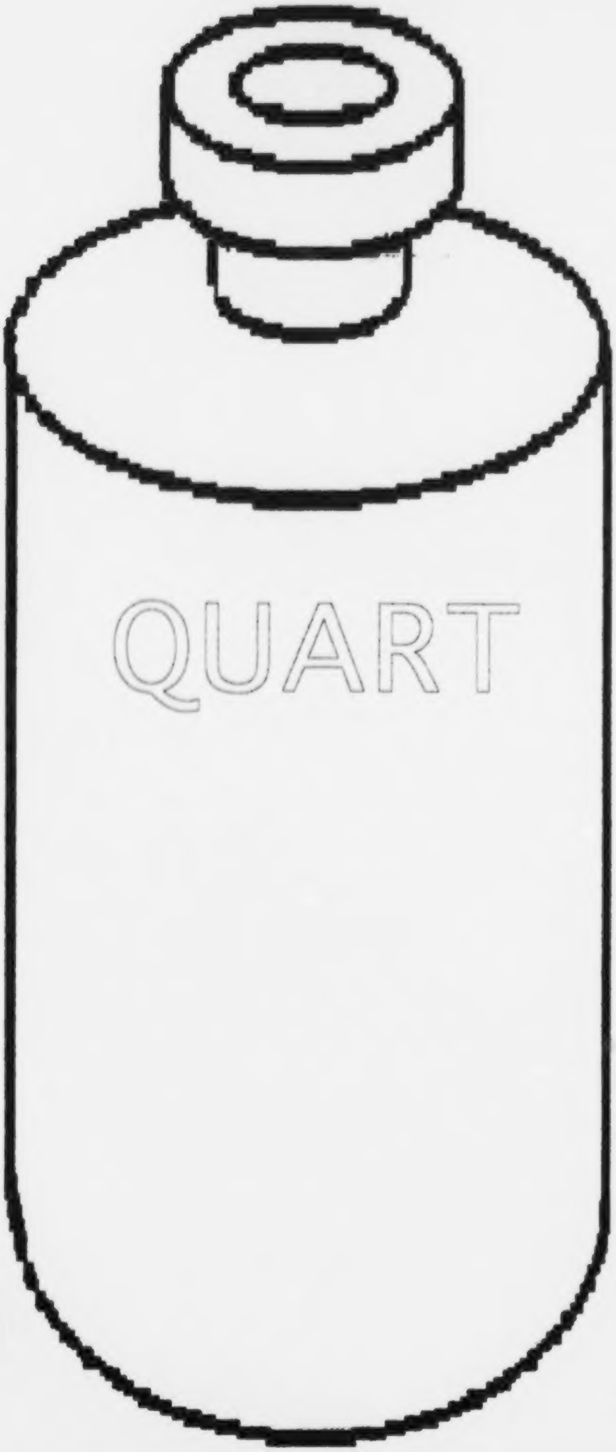
FOOD MEASUREMENTS

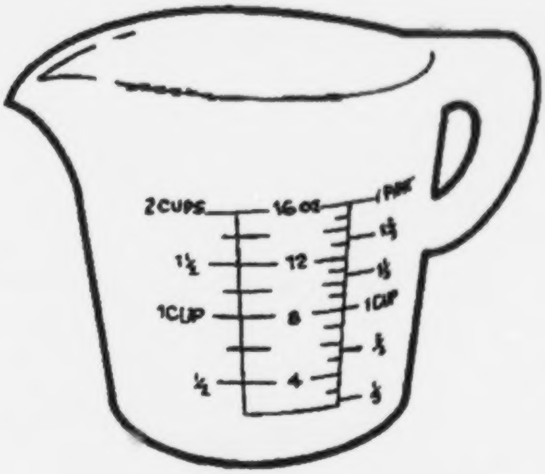

=
1 Tablespoon
MARGARINE
2T 4T 6T 8
1 OZ.
1/4 POUND
1/2 POUND
3/4 POUND
1 POUND
PINT
QUART
GALLON

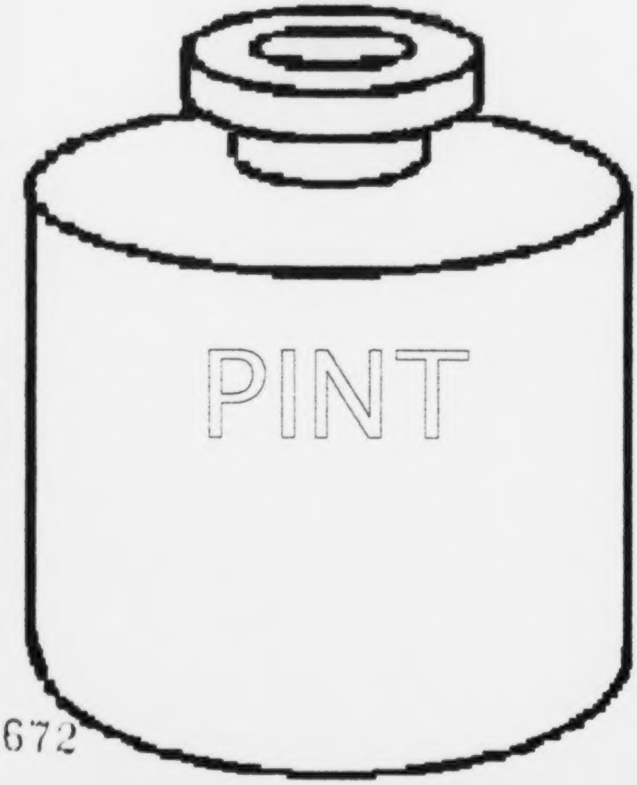
BULLETIN BOARD PIECES - PAGE 1



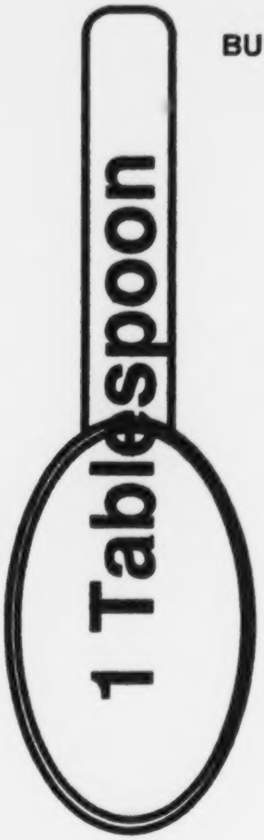
BULLETIN BOARD PIECES - PAGE 2

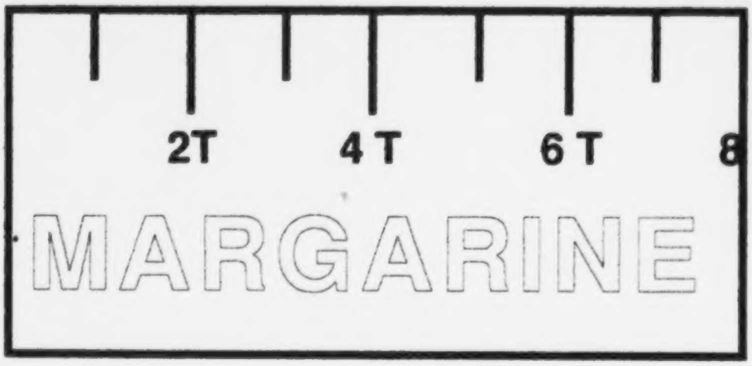


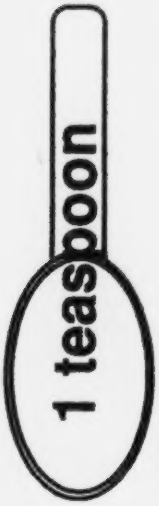

2 CUPS
1½
1 CUP
½
16 oz
12
8
4
1 PINT
1⅔
1⅓
1 CUP
⅔
⅓

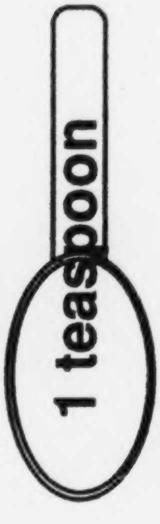


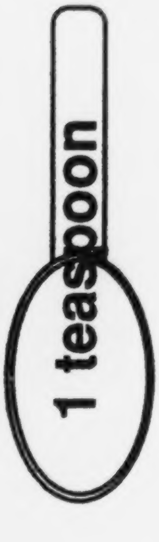
BULLETIN BOARD PIECES - PAGE 3


1 Tablespoon


2T
4 T
6 T
8
MARGARINE







1 OZ.	1 OZ.	1 OZ.	1 OZ.
1 OZ.	1 OZ.	1 OZ.	1 OZ.
1 OZ.	1 OZ.	1 OZ.	1 OZ.
1 OZ.	1 OZ.	1 OZ.	1 OZ.

1 POUND

HOW TO MEASURE ACCURATELY

FOR BEST RESULTS:

1. Use standard measuring cups, spoons, and a spatula when measuring ingredients; not spoons or cups used for eating and drinking.

2. Use measuring spoons when measuring less than 1/4 cup.

3. Use dry measuring cups when measuring flour, sugar, cornmeal, or other dry ingredients in order to obtain level measurements.

4. Use a liquid (clear) measuring cup when measuring milk, water, fruit juice, oil, or other liquids.

5. When measuring amounts not marked on the measuring cup, use your knowledge of equivalents to determine in which of the largest measuring units the ingredient may be measured in the quickest possible time. For example: You are dividing a recipe in half and it calls for 1 1/2 c. flour. What is the fastest, most accurate way to figure the amount needed?
   Step 1: 1 1/2 c. = 24 Tbsp.
   Step 2: 24 Tbsp. ÷ 2 = 12 Tbsp.
   Step 3: 12 Tbsp. = 3/4 c.

HOW TO MEASURE DRY INGREDIENTS:

FLOUR:

1. Sift or stir white flour before measuring. Stir whole wheat flour and presift with a fork before measuring. (People who don't have a sifter should stir the flour with a whisk to incorporate air.)

2. Flour may be sifted right into the cup. If more than one cup is needed, spoon the remaining sifted flour gently into the cup until it is heaping, and then level with a metal spatula.

3. Do not shake or tap cup on the table or it will pack.

4. When measuring less than 1/4 c., it is not necessary to sift flour. Instead, fill the measuring spoon to over flowing, then level it with a spatula.

HOW TO MEASURE ACCURATELY - PAGE 2

SUGAR:

1. Granulated: Put sugar into dry measuring cup. Level with a spatula.

2. Brown: Pack firmly enough into cup so that it remains the shape of the container when turned out. If sugar is lumpy, press it through a course sieve, heat in the microwave for a few minutes, or put the sugar in a plastic bag and roll out the lumps with a rolling pin.

3. Powdered: Sift to remove lumps. Spoon gently or sift into cup and level with a spatula.

COCOA, BAKING POWDER, SODA

1. These items should be stirred before measuring because they have a tendency to pack while sitting on the shelf.

HOW TO MEASURE FAT:

1. Liquid fats (such as oils) are measured as liquids.

2. Solid fats A. To measure by the cold water method:
   Subtract the amount of shortening needed from 1 cup;
   add remaining amount of cold water to a liquid measuring cup;
   then add shortening a little at a time until water rises up to the 1 cup mark on the cup. (Be sure shortening is in the water.)
   Pour off water; you will have the correct amount of shortening in the cup.

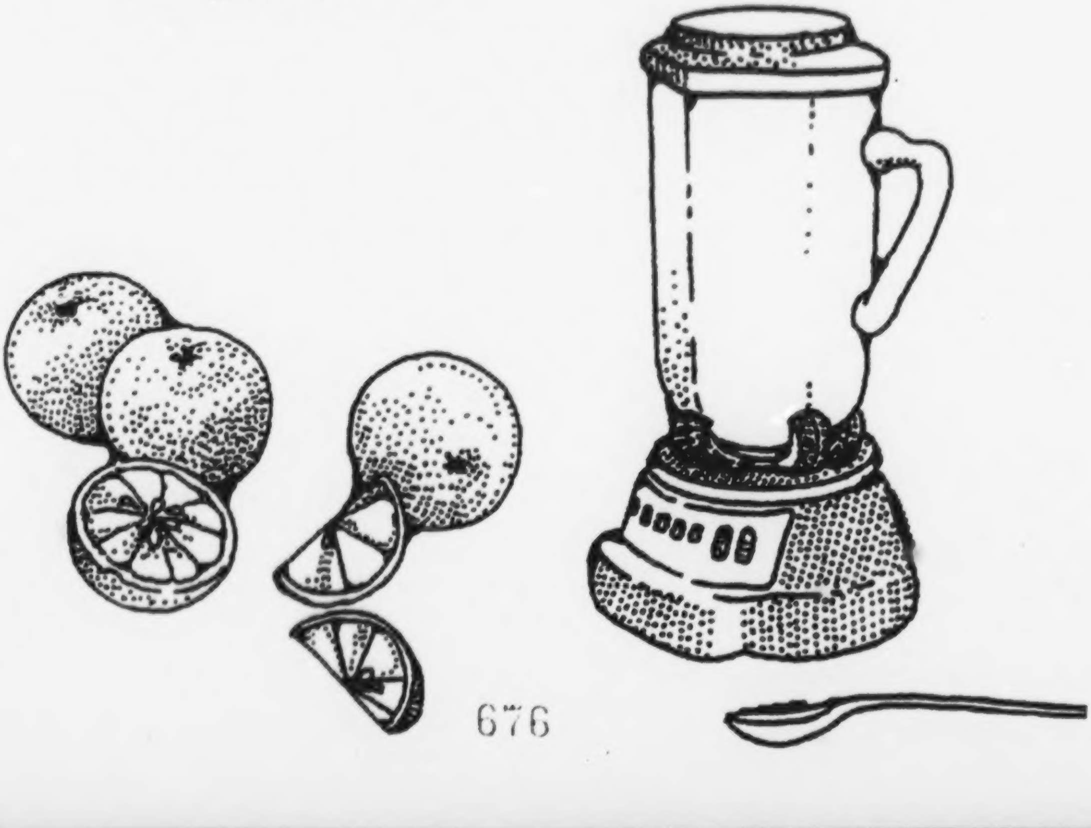
   B. To measure in graduated measuring cup or spoon:
   Rinse with hot water first for easy release.
   Pack it so all the air spaces are pressed out.
   Level the top with a spatula, then turn the shortening out into the mixture. It is easy to measure fats if they are at room temperature.
   When measuring less than 1/4 c., use a tablespoon measure and hold your finger under the bowl of the spoon to avoid bending and/or breaking the handle.

MEASURING TECHNIQUES DEMONSTRATION
FRUIT FREEZE
(Similar to *Orange Julius*)

SUPPLIES:		EQUIPMENT:
1	c. water	Blender
1/4	c. sugar	Rubber spatula
1/4	c. powdered milk	Large spoon
1/4	c. frozen juice concentrate	Measuring spoons
2	c. ice cubes	Liquid measuring cup
	paper cups	Dry measuring cups

Put water and sugar in the blender. Add powdered milk, fruit juice, and four of the ice cubes. Mix on medium speed until mixture is well blended. (Some blenders need to be running before the ice cubes are added.) Add the remaining ice cubes and blend mixture until it is very smooth and all of the ice cubes have been chopped up. Pour into cups and serve.

Variations: The teacher could work with the recipe and substitute bananas for the frozen juice concentrate.



NAME ____________________ PERIOD _____ DATE ___________ SCORE ________

MEASURING TECHNIQUES

Directions: Answer as many of the following questions as possible during the demonstration on measuring.

1. For the purpose of measuring, ingredients can be divided into two categories:

   a. ______________________________ b. ________________________________

2. List three dry ingredients:

   a. ___________________ b. ____________________ c. ___________________

3. What type of equipment should be used to measure dry ingredients more than 1/4 cup in volume? ____

4. What type of equipment should be used to measure dry ingredients less than 1/4 cup in volume? ____

5. A standard set of measuring cups includes: (circle the right answers)

   1/8 C. 1/4 C. 1/3 C. 1/2 C. 2/3 C. 3/4 C. 1 C.

6. A standard set of measuring spoons includes: (circle the right answers)

   1/8 t. 1/4 t. 1/3 t. 1/2 t. 2/3 t. 3/4 t. 1 t. 1/2 T. 1/3 T. 1 T.

7. Dry ingredients are measured in "graduated" measuring cups. What does the word "graduated" mean? ____

8. Circle the items needed to measure dry ingredients:

   a. metal spatula b. dry measuring cups

   c. mixing bowl d. large spoon

9. What dry ingredient should be sifted before you measure it? ____________________

10. Which dry measuring cups would you need to measure 3/4 cup of sugar?

    a. _______________________ b. ___________________________

11. List four foods which should be measured in a dry measuring cup and pressed gently to level off:

    a. _____________________________ c. _______________________________

    b. _____________________________ d. _______________________________

MEASURING TECHNIQUES - PAGE 2

12. What ingredient should be firmly packed into the cup when measuring?

____

13. List the steps for measuring flour and the equipment needed:

Step:	Equipment:
a. ______________________	______________________
	______________________
b. ______________________	______________________
c. ______________________	______________________
d. ______________________	______________________

14. List the steps for measuring a dry ingredient, like sugar, and the equipment used:

Step:	Equipment:
a. ______________________	______________________
	______________________
b. ______________________	______________________
c. ______________________	______________________
d. ______________________	______________________

15. Circle the features that a good liquid measuring cup should have:
    a. is able to hold hot liquid
    b. has extra space at the top of the cup
    c. has a pour spout and a handle
    d. has marking that are easy to read

16. List three liquid ingredients:

a. ______________ b. ________________ c. ______________

17. Describe how to measure liquids:

a. ____

b. ____

c. ____

MEASURING TECHNIQUES - PAGE 3

18. List the four items you need to measure 1/2 teaspoon vanilla:

a. ____________________ c. ____________________

b. ____________________ d. ____________________

Why measure the vanilla over a paper towel or the sink instead of directly over your mixing bowl? ____________________

How can you loosen the lid on a vanilla bottle when it won't turn easily?

____

19. To make solid shortening easier to remove from the measuring utensil, what should you rinse it with first? ____________________

20. List the steps for measuring shortening and the equipment required:

a. ____________________ ____________________

____

b. ____________________ ____________________

c. ____________________ ____________________

d. ____________________ ____________________

22. There are _______ tablespoons in a cup.
23. There are also ______ ounces in a cup.
24. There are ______ ounces in a pound (lb.).
25. There are ______ ounces in a quart.
26. There are _______ cups in a quart.
27. There are _______ quarts in a gallon.
28. There are _______ cups in a gallon.
29. There are _______ teaspoons in a tablespoon.
30. There are _______ cups in a pint.
31. There are _______ pints in a quart.

This student activity guide could be included in your "Independent Ideas" Handbook.

NAME ______________________ PERIOD _____ DATE ___________ SCORE _______

MEASURING TECHNIQUES - TEACHER KEY

Directions: Answer as many of the following questions as possible during the demonstration on measuring.

1. For the purpose of measuring, ingredients can be divided into two categories:

   a.______liquid_________________ b.______dry________________________

2. List three dry ingredients:

   a. ____flour_________ b. _____sugar___________ c. __baking powder________

3. What type of equipment should be used to measure dry ingredients more than 1/4 cup in volume? ________cups____________________________________

4. What type of equipment should be used to measure dry ingredients less than 1/4 cup in volume? ____________spoons______________________________

5. A standard set of measuring cups includes: (mark every answer you think is right)

   1/8 C. 1/4 C. 1/3 C. 1/2 C. 2/3 C. 3/4 C. 1 C.

6. A standard set of measuring spoons includes: (mark every anwer you think is right)

   1/8 t. 1/4 t. 1/3 t. 1/2 t. 2/3 t. 3/4 t. 1 t. 1/2 T. 1/3 T. 1 T.

7. Dry ingredients are measured in "graduated" measuring cups. What does the word "graduated" mean? _____Each cup is gradually larger than the other _________

8. Circle the items needed to measure dry ingredients:

   a. metal spatula b. dry measuring cups

   c. mixing bowl d. large spoon

9. What dry ingredient should be sifted before you measure it? ____flour________

10. Which dry measuring cups would you need to measure 3/4 cup of sugar?

    a. _____1/2 C.___________ b. _____1/4 C._________________

11. List four foods which should be measured in a dry measuring cup and pressed gently to level off:

    a. __raisins, dates, figs_______ c. __shelled nuts, chocolate chips_______

    b. __shredded coconut_______ d. ______bread crumbs_________

MEASURING TECHNIQUES - PAGE 2 - TEACHER KEY

12. What ingredient should be firmly packed into the cup when measuring?

_________brown sugar____

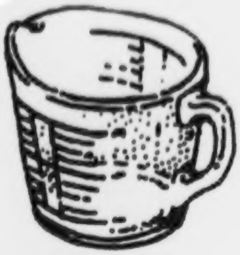
13. List the steps for measuring presifted flour and the equipment needed:

Step:	Equipment:
a. _Stir flour in container with spoon to loosen__	__large spoon__________ __flour container________
b. _Lightly spoon flour in measuring cup__	__dry measuring cup____
c. _Level off the top with a spatula______	__spatula_________
d. _Empty flour into mixing bowl_____	__mixing bowl_____

14. List the steps for measuring a dry ingredient, like sugar, and the equipment used:

Step:	Equipment:
a. _Spoon sugar into measuring cup____	__dry measuring cup____ __large spoon_________
b. _Hold over waxed paper____________	__waxed paper________
c. _Level off with spatula___________	__spatula_____________
d. _Pour into mixing bowl____________	__mixing bowl_________

15. Circle the features that a good liquid measuring cup should have:
    - a. is able to hold hot liquid
    - b. has extra space at the top of the cup
    - c. has a pour spout and a handle
    - d. has marking that are easy to read



16. List three liquid ingredients:

a. ___water___________ b. ___milk______________ c. ___vanilla_________

17. Describe how to measure liquids:

a. ___Use a liquid measuring cup___________________________________

b. ___Measure the liquid at eye level_________________________________

c. ___Set the measuring cup on a level surface_________________________

MEASURING TECHNIQUES - PAGE 3 - TEACHER KEY

18. List the four items you need to measure 1/2 teaspoon vanilla:

a. __1/2 t. measure_______ c. ___paper towel/sink_________

b. __vanilla______________ d. ___mixing bowl______________

Why do you measure over a paper towel or the sink instead of directly over your mixing bowl? __So if it spills it won't get too much into the bowl____________

How do you loosen the lid on a vanilla bottle when it won't turn easily?

__Put it under hot running water_______________________________________

19. To make solid shortening easier to remove from the measuring utensil, what should you rinse the container with first? _____hot water__________________

20. List the steps for measuring shortening and the equipment required:

Steps:	Equipment:
a. _Pack cup tightly with spatula or spoon__	__spoon or spatula___________ __measuring cup______________
b. _Level off with spatula___________	__spatula__________________
c. _Remove shortening from cup ________	__rubber spatula______________
d. _Put into mixing bowl_____________	__mixing bowl_______________

21. One stick or cube of butter or margarine equals _1/2__ cup.

0
1
2
3
4
5
6
7
8
9

22. There are __16___ tablespoons in a cup.
23. There are also __8___ ounces in a cup.
24. There are _16___ ounces in a pound (lb.).
25. There are _32___ ounces in a quart.
26. There are __4____ cups in a quart.
27. There are __4____ quarts in a gallon.
28. There are __16___ cups in a gallon.
29. There are ___3___ teaspoons in a tablespoon.
30. There are ___2___ cups in a pint.
31. There are ___2___ pints in a quart. 682

This student activity guide could be included in your "Independent Ideas" Handbook.

NAME ____________________ PERIOD _____ DATE ____________ SCORE ______

MEASUREMENT ABBREVIATIONS AND EQUIVALENTS

MEASUREMENT ABBREVIATIONS

Listed below on the left are the abbreviations of some measurements commonly used in food preparation. On the right are the measurements the abbreviations stand for. Do you know which abbreviation goes to which measurement? If not, guess! Be sure to cross off the abbreviations as you use them so you don't use them twice.

lb.
doz.
qt.
oz.
tsp. or t.
Tbsp. or T.
°F.
hr.
c.
gal.
°C.
pt.
min.
sec.
tr.

_____ teaspoon
_____ tablespoon
_____ cup
_____ pint
_____ quart
_____ gallon
_____ ounce
_____ pound
_____ degrees Fahrenheit
_____ degrees Celsius
_____ seconds
_____ minutes
_____ hours
_____ dozen
_____ trace

Now go to the next page (or turn this page over) and complete the section on Measurement Equivalents.

MEASUREMENT ABBREVIATIONS AND EQUIVALENTS

MEASUREMENT EQUIVALENTS

Go to the measurement table with various kinds of measuring equipment, water, and margarine. Beginning with the smallest piece of equipment and using the water, see how many of the measurement equivalents you can determine. Remember, the term "equivalent" means "equal to."

1. How many teaspoons are in a tablespoon? _______
2. How many tablespoons are in a 1/4 cup? ______
3. How many tablespoons are in a 1/2 cup? ______
4. How many tablespoons are in a cup? _______
5. How many 1/4 cups are in a cup? _______
6. How many 1/3 cups are in a cup? _______
7. How many 1/2 cups are in a cup? _______
8. How many 1/4 cups are in 3/4 cup? _______
9. How many 1/3 cups are in 2/3 cup? _______
10. How many cups are in a pint? _______
11. How many pints are in a quart? ______
12. How many cups are in a quart? _______
13. How many quarts are in a gallon? ______
14. How many pints are in a gallon? _______
15. How many cups are in a gallon? _______
13. How many seconds are in a minute? ______
17. How many minutes are in an hour? ______
18. How many minutes are in a 1/2 hour? ______
19. How many ounces are in a pound? ______
20. How many items are in a dozen? ______
21. How many tablespoons are in a stick of margarine? ____
22. One stick of margarine is equal to _______ cup.

This student activity guide could be included in the "Independent Ideas" Handbook.

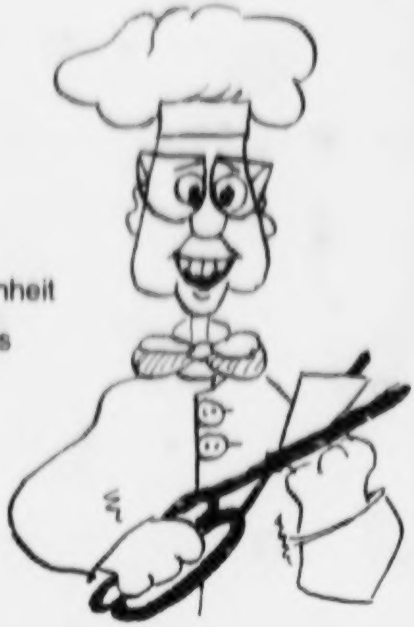
NAME ________________ PERIOD _____ DATE ____________ SCORE ________

MEASUREMENT ABBREVIATIONS AND EQUIVALENTS - TEACHER KEY

MEASUREMENT ABBREVIATIONS

- lb.
- doz.
- qt.
- oz.
- tsp. or t.
- tbsp. or T.
- °F.
- hr.
- c.
- gal.
- °C
- pt.
- min.
- sec.
- tr.

T/TSP.	teaspoon
T/Tbsp.	tablespoon
c.	cup
pt.	pint
qt.	quart
gal.	gallon
oz.	ounce
lb.	pound
°F.	degrees Fahrenheit
°C	degrees Celsius
sec.	seconds
min.	minutes
hr.	hours
doz.	dozen
tr.	.trace



Now go to the next page (or turn this page over) and complete the section on Measurement Equivalents. ☞ ☞ ☞ ☞ ☞ ☞ ☞ ☞ ☞ ☞ ☞ ☞ ☞ ☞ ☞ ☞

MEASUREMENT ABBREVIATIONS AND EQUIVALENTS - TEACHER KEY

MEASUREMENT EQUIVALENTS

Go to the measurement table with various kinds of measuring equipment, water and margarine. Beginning with the smallest piece of equipment and using the water, see how many of the measurement equivalents you can determine. Remember, the term "equivalent" means "equal to."

1. How many teaspoons are in a tablespoon? 3
2. How many tablespoons are in a 1/4 cup? 4
3. How many tablespoons are in a 1/2 cup? 8
4. How many tablespoons are in a cup? 16
5. How many 1/4 cups are in a cup? 4
6. How many 1/3 cups are in a cup? 3
7. How many 1/2 cups are in a cup? 2
8. How many 1/4 cups are in 3/4 cup? 3
9. How many 1/3 cups are in 2/3 cup? 2
10. How many cups are in a pint? 2
11. How many pints are in a quart? 2
12. How many cups are in a quart? 4
13. How many quarts are in a gallon? 4
14. How many pints are in a gallon? 8
15. How many cups are in a gallon? 16
13. How many seconds are in a minute? 60
17. How many minutes are in an hour? 60
18. How many minutes are in a 1/2 hour? 30
19. How many ounces are in a pound? 16
20. How many items are in a dozen? 12
21. How many tablespoons are in a stick of margarine? 8
22. One stick of margarine is equal to 1/2 cup.

This student activity guide could be included in the "Independent Ideas" Handbook.

MAD MEASURER GAME - PAGE 1

8 ounces	**4 quarts**
4 cups	**2 pints**

MAD MEASURER GAME - PAGE 2

1 cup

1 cube
margarine
(in Tbsp.)

1 cube
margarine
(in cups)

8
tablespoons

MAD MEASURER GAME - PAGE 3

1/2 cup	1 dozen
1/2 hour	8 tablespoons

MAD MEASURER GAME - PAGE 4

1 minute

8 pints

1 gallon

1 hour

MAD MEASURER GAME - PAGE 5

2 cups

4
tablespoons

1 gallon

1 quart

MAD MEASURER GAME - PAGE 6

1 pint

1
tablespoon

1/4 cup

1 quart

MAD MEASURER GAME - PAGE 7

1 pound

16 cups

3 teaspoons

1 cup

MAD MEASURER GAME - PAGE 8

30
minutes

16
ounces

12
items

1 gallon

MAD MEASURER GAME - PAGE 9

60 seconds	16 tablespoons
60 minutes	1/2 cup

MAD MEASURER GAME - PAGE 10

12
tablespoons

3/4
cup

MAD MEASURER GAME - PAGE 11

The
Mad
Measurer

The
Mad
Measurer

The
Mad
Measurer

The
Mad
Measurer

ABSENT-MINDED ABBREVIATOR GAME - PAGE 1

QT.	**OZ.**
DOZ.	**HR.**

ABSENT-MINDED ABBREVIATOR GAME - PAGE 2

SEC.

LB.

t.
OR
tSP.

C.

ABSENT-MINDED ABBREVIATOR GAME - PAGE 3

°F.

SQ.

PT.

GALLON

ABSENT-MINDED ABBREVIATOR GAME - PAGE 4

TABLESPOON

DEGREES
CELSIUS

DEGREES
FAHRENHEIT

SQUARE

ABSENT-MINDED ABBREVIATOR GAME - PAGE 5

PINT	MIN.
MINUTE	GAL.

ABSENT-MINDED ABBREVIATOR GAME - PAGE 6

HOUR	SECONDS
TEASPOON	QUART

ABSENT-MINDED ABBREVIATOR GAME - PAGE 7

CUP	OUNCE
DOZEN	POUND

ABSENT-MINDED ABBREVIATOR GAME - PAGE 8

°C

T.
OR
TBSP.

ABSENT-MINDED ABBREVIATOR GAME - PAGE 9

THE
ABSENT-
MINDED
ABBREVIATOR

THE
ABSENT-
MINDED
ABBREVIATOR

THE
ABSENT-
MINDED
ABBREVIATOR

THE
ABSENT-
MINDED
ABBREVIATOR

LAB PLANNING SHEET: "EASY OATMEAL BARS"

Date of Lab ________________ Unit __________ Period ________ Score _________

Student Names: __________________ __________________ __________________

__________________ __________________ __________________

Ingredients:

1/3 c.	margarine
1/3 c.	brown sugar
1/2 c.	orange juice
3 c.	quick oats
1 c.	shredded coconut

Options: Nuts or raisins may be used for the coconut; wheat germ can be used for part of the quick oats.

Melt margarine and brown sugar in mixing bowl in a microwave oven, using a low setting for about three minutes. Stir mixture thoroughly and return to microwave for another two minutes on a LOW setting or until the sugar is dissolved. Add the orange juice to this mixture and stir together. Return this mixture to the microwave oven and heat for one more minute on LOW. Remove mixture from microwave, add the quick oats and coconut and mix thoroughly. Return mixture to the microwave and cook for one more minute on a MEDIUM setting. Spread the mixture in a 9-inch square pan that has been greased or coated with a nonstick vegetable spray. (Parchment paper can also be used for easy release.) Press the mixture in firmly and refrigerate until set. Cut into squares and serve.

Makes nine 3-inch square pieces or sixteen 2-inch square pieces.

Before you begin, turn this paper over and complete the lab planning sheet. Assign at least one preparation duty and one cleanup duty to each member of your group. Put the name of the student who is responsible for each task on the line in front of that task. Write your names on the top of this paper!

When you have completed your lab work as outlined on the back of this paper, fill in this section for evaluation.

GRADING: (10=Excellent, 1=Needs Improvement)	Student Rating	Teacher Rating
Lab area is clean	________	________
Directions were followed	________	________
Lab was completed on time	________	________
Overall rating of product	________	________
Group members worked well together	________	________
TOTAL	________	________

LAB PLANNING SHEET: "EASY OATMEAL BARS" - PAGE 2

________________ 1. Get the supplies from the supply table.

________________ 2. Get a glass mixing bowl and large spoon for mixing.

________________ 3. Measure the margarine and brown sugar into the mixing bowl. Microwave on LOW for three minutes. Remove mixture and stir thoroughly. Microwave for another two minutes or until the sugar is dissolved.

________________ 4. Measure the orange juice and add to mixture; stir together. Microwave for one more minute on LOW.

________________ 5. Measure the quick oats and coconut and add to mixture; stir until thoroughly mixed. Microwave mixture again for one minute on MEDIUM setting.

________________ 6. Coat a 9-inch-square pan with nonstick vegetable spray and spread mixture in pan, pressing firmly. Refrigerate until set.

________________ 7. Fill one sink with hot soapy water and the other sink with hot rinse water. Set the dish drain next to the edge of the rinse sink.

________________ 8. Wash the dishes in hot, soapy water. Rinse them in the hot water and place in dish drainer.

EVERYBODY! Have one person get your "Easy Oatmeal Bars" from the refrigerator. Sit together at your table and enjoy your food! Be sure to let the teacher see your food product.

________________ 9. Dry the dishes and put them away in their correct places.

________________ 10. Wipe the microwave, table, and counter tops.

________________ 11. Empty your dishwater and rinsewater.
Dry dish drainer and put away.

________________ 12. Dry the sinks and polish the faucets with the dish towel.
Put the dirty linens in the laundry area.

________________ 13. Sweep the floor or vacuum the carpet.

EVERYBODY! 14. Put your aprons away!

GOOD JOB!

LAB PLANNING SHEET: "OATMEAL MUNCHIES"

Date of Lab ______________ Unit ____________ Period ________ Score ________

Student Names: __________________ __________________ __________________

__________________ __________________ __________________

Ingredients:

2 Tbsp. margarine
1/4 c. plus 2 Tbsp. sugar
2 Tbsp. brown sugar
2 Tbsp. milk
2 tsp. cocoa
Dash salt
2 Tbsp. peanut butter
1/4 tsp. vanilla
3/4 c. quick oats
2 Tbsp. flour

1. Line the jelly roll pan or cookie sheet with waxed paper.
2. In a small sauce pan combine margarine, sugar, brown sugar, milk, cocoa, and salt.
3. Place sauce pan on burner with medium high heat. Stir with a wooden spoon.
4. Bring mixture to a boil and let it boil for one minute. (Begin timing when the first bubble rises from the bottom of the pan.)
5. Remove pan from heat and place on heat-resistant surface.
6. Add peanut butter, vanilla, quick oats, and flour. Stir until well mixed. (Mixture should be moist and shiny. If mixture is dry and crumbly, add more milk, 1 t. at a time until mixture is moist and shiny.)
7. Using two small eating spoons, scoop a small portion of mixture into one spoon; with the back of the second spoon, push the mixture onto your jelly roll pan or cookie sheet lined with waxed paper.
8. Allow mixture to cool in refrigerator before eating. (They set up as they cool.)

Makes about 12 cookies.

Before you begin, turn this paper over and complete the lab planning sheet. Assign at least one preparation duty and one cleanup duty to each member of your group. Put the name of the student who is responsible for each task on the line in front of that task. Write your names on the top of this paper.

When you have completed your lab work as outlined, fill in this section for evaluation.

GRADING: (10=Excellent, 1=Needs Improvement)	Student Rating	Teacher Rating
Lab area is clean	________	________
Directions were followed	________	________
Lab was completed on time	________	________
Overall rating of product	________	________
Group members worked well together	________	________
TOTAL	________	________

LAB PLANNING SHEET: "OATMEAL MUNCHIES" - PAGE 2

________________ 1. Get the supplies from the supply table.

________________ 2. Get a saucepan and wooden spoon for stirring. Put waxed paper on cookie sheet.

________________ 3. Mix the margarine, sugar, brown sugar, milk, cocoa, and salt together in a saucepan and bring to a boil over MEDIUM heat. Stir calmly and regularly. Boil for one minute and remove saucepan from heat.

________________ 4. Add peanut butter, vanilla, quick oats, and flour to mixture. Stir until well mixed.

________________ 5. Using two teaspoons, drop small portions of mixture on cookie sheet lined with waxed paper. Put "Munchies" in refrigerator to cool while cleaning.

________________ 6. Fill one sink with hot soapy water and the other sink with hot rinse water.

________________ 7. Set the dish drain next to the edge of the rinse sink.

EVERYBODY! Have one person get your "Munchies" from the refrigerator and sit at your table to eat. Be sure to let the teacher see your finished product.

________________ 8. Wash the dishes in hot, soapy water. Rinse them in the hot water and place in dish drainer.

________________ 9. Dry the dishes and put them away in their correct places. Dry dish drainer and put away.

________________ 10. Wipe the range, table, and counter tops. Dry the sinks and polish the faucets with the dish towel.

________________ 11. Throw away waxed paper and put your cookie sheet away.

________________ 12. Put the dirty towels and dish cloths in the laundry area.

________________ 13. Sweep the floor or vacuum the carpet.

EVERYBODY! 14. Put aprons away!

GOOD JOB!!

CAREER INFORMATION

COOK AND/OR CHEF:

Cooks and chefs measure, mix, and cook ingredients according to recipes. They are largely responsible for the reputation a restaurant acquires because they are responsible for preparing meals that are tasty and presented attractively. Jobs are plentiful for chefs, cooks, and other kitchen workers.

Chefs are the most highly skilled, trained, and experienced food workers and also have more responsibilities. Many kitchen workers begin as fast-food or short-order cooks and begin acquiring skills and/or training that allows them to advance to higher levels. A person can usually begin working at a minimum wage in the fast-food industry without a high school diploma. Chefs usually have completed two to four years of college plus served in an apprenticeship program by professional culinary institutes.

DIETITIAN:

Dietitians, sometimes called nutritionists, are professionals trained in applying the principles of nutrition to food selection and meal preparation. They counsel individuals and groups, supervise food service systems for institutions, and promote sound eating habits.

A bachelor's degree with a major in foods and nutrition and an internship of 6 to 12 months are required to be a dietitian. Employment opportunities of dietitians is expected to grow faster than average through the year 2000.

FOOD INSPECTOR:

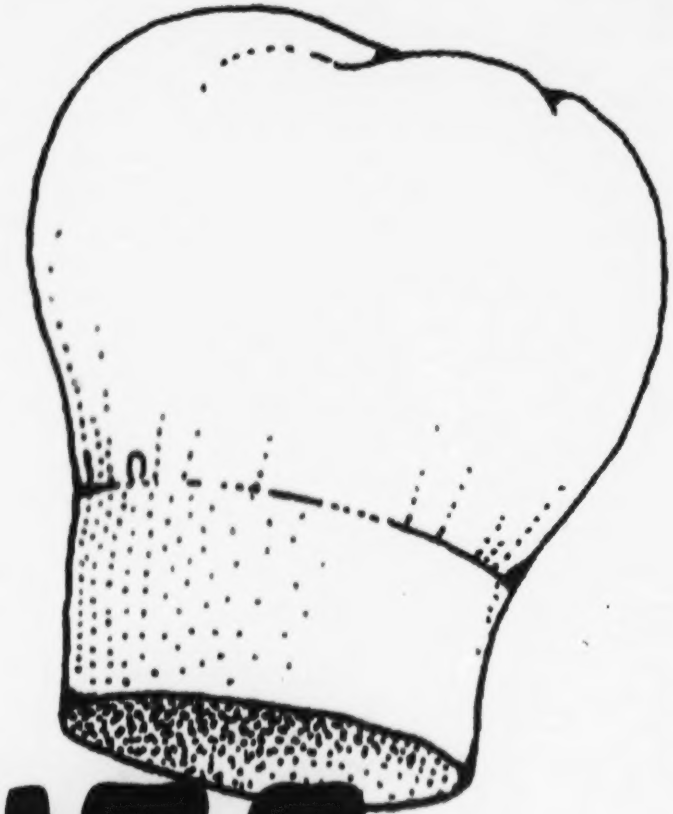
Health (Food) inspectors (compliance officers) work with engineers, chemists, microbiologists, and health workers to insure compliance with public health and safety regulations governing food, drugs, cosmetics, and other consumer products. Most inspectors specialize in one area and become an expert in that field. Food inspectors inspect meat and poultry processing, food and beverage processing and handling, and a number of other related conditions. People who enter this occupation should like detailed work and be able to express themselves well in writing and verbally.

Health (food) inspectors must have a bachelor's degree and must pass an examination for the Food and Drug Administration. Related experiences can also help to qualify a person for the job.

CAREER INFORMATION - PAGE 2

BAKER OR PASTRY CHEF:	Bakers or pastry chefs produce baked goods for restaurants, institutions, and/or retail bakery shops, and only supply the customers who visit their establishment. Their wages are basically the same as a cook and/or chef with training, experience, and responsibilities determining their wages.
FOOD TECHNOLOGIST:	A food technologist studies the chemical, physical, and biological nature of food to learn how to safely process, preserve, package, distribute, and store it. Some develop new products and others insure quality standards. They generally work regular hours in offices, laboratories, and research stations. A bachelor's degree is the minimum required to work in this field, and a master's degree is usually necessary to do research or teach in this field.
FOOD SCIENTIST:	A food scientist is a person who studies the chemical, physical, and biological nature of food to learn how to safely process, preserve, package, distribute, and store it. Some food scientists develop new food products and others insure quality standards. They generally work regular hours in offices and/or laboratories. They perform many scientific experiments on various types of foods, and they do a lot of research work, which often includes quite a bit of writing. They do not work with the public very often. Many food scientists work for the government in different departments. Many companies that produce food products also hire food scientists. All food scientists must have a bachelor's degree, and a master's degree is required in most jobs. Some jobs also require a doctoral degree. Job security is usually very good and salaries increase with the number of years experience, the level of responsibilities, and the amount of education.

COOK
OR CHEF



BAKER OR PASTRY CHEF

DIETITIAN

FOOD SCIENTIST

FOOD INSPECTOR

FOOD TECHNOLOGIST

FOODS AND NUTRITION

TOPIC #14: Food Preparation Terms ***TIME PERIOD:*** 1 day

CORE STANDARD #4: Careers: The students will explore careers related to family and consumer sciences, identifying skills which are applicable for both the home and the school/workplace, and the impact of career choices on family lifestyles.

OBJECTIVE: Students will demonstrate knowledge of basic food preparation terms by participating in food terminology learning games and a foods laboratory experience.

INDEPENDENT LIVING SKILLS (COMPETENCIES):

20.0001-0411 Define food preparation terms.

LIFE SKILLS:

* Lifelong Learning
* Complex Thinking
* Effective Communication
* Collaboration
* Responsible Citizenship
* Employability

RELATED CAREERS:	***OCCUPATIONAL CLUSTER:***
Cook/Chef	Technical/Crafts; Family and Consumer Sciences
Food Scientist	Technical/Agriculture and Natural Resources; FACS
Baker or Pastry Chef	Technical/Crafts; Family and Consumer Sciences
Dietitian	Scientific/Medical; Family and Consumer Sciences
Food Service Employee	Technical/Crafts; Family and Consumer Sciences
Kitchen Helper	Technical/Crafts; Family and Consumer Sciences

STUDENT ACTIVITIES:		***SUPPLIES REQUIRED:***
◗ 1.	Food Preparation Terms - Introduction	Copies of student activity guides (14.6-14.7) for each group
◗ 2.	Correct Terms Add Up to Success With Food	Copies of student activity guide (14.8) for each student
3.	Terminology Turnover	Several sets of game (14.10-14.16)
4.	Fruit Salad Lab	Copies of student activity guide for each group (14.17-14.18) Apples, bananas, oranges, yogurt, or fat-free whipped topping Cinnamon and/or nutmeg (optional)
5.	Identification of Related Careers	Career information (from Topics #12 and #13) Career posters (from Topics #12 and #13)

PROCEDURE

CONCEPT: Before preparing food, one must understand basic terminology used in the food preparation process.

♦ 1. *INTRODUCTION TO FOOD PREPARATION TERMS*

Divide students into small groups. Each group will be given copies of the student activity guide, FOOD PREPARATION TERMS: STUDENT DIRECTIONS (page 14.6), to read along with copies of the FOOD PREPARATION TERMS—STUDENT INFORMATION (page 14.7) to study so they can identify and define the terms.

♦ 2. *CORRECT TERMS ADD UP TO SUCCESS WITH FOOD*

Have each student complete the student activity guide, CORRECT TERMS ADD UP TO SUCCESS WITH FOOD (page 14.8), following the directions as given.

3. *TERMINOLOGY TURNOVER*

Students will play the game, TERMINOLOGY TURNOVER (pages 14.10-14.16), according to the directions in Step 3 on the student activity guide (page 14.6).

It is recommended that the teacher run each set of this game on a different color of paper to eliminate the possibility of mixing sets together.

4. *FRUIT SALAD LAB*

Students will complete the fruit salad lab using the lab sheets provided (pages 14.17-14.18).

5. *IDENTIFICATION OF RELATED CAREERS*

Identify the careers related to food preparation by using the career information and the career posters from Topics #12 and #13.

SUMMARY: A basic understanding of terms used in food preparation helps individuals have more successful experiences in the kitchen.

NOTE: This topic is very conducive for use in a round-robin method of instruction. Basically, the teacher could run four or five groups through these activities in any order.

CORE TEST QUESTION BANK

UNIT: **FOODS AND NUTRITION**

TOPIC #14: **FOOD PREPARATION TERMS**

20.0001-0411 *Define food preparation terms.*

1. Match the mixing terms on the left with the definitions on the right by putting the letter of the term in the space before the definition.

A. Beat	__B__	To blend with a spoon or electric mixer until fluffy, light, and well-combined (Ex.: sugar, eggs, and shortening)
B. Cream	__C__	To beat rapidly and make light and airy (Ex.: egg whites, whipping cream)
C. Whip	__A__	To make a mixture smooth by stirring rapidly
D. Fold	__D__	To gently combine two mixtures by cutting down through the center with a rubber scraper, across the bottom of the bowl, and up and over close to the surface

2. Match the food preparation terms on the left with the definitions on the right by putting the letter of the term in the space before the definition.

A. Toss	__D__	To mix shortening and flour with a pastry blender or two knives
B. Knead	__A__	To mix foods lightly with a lifting motion using two forks or a fork and a spoon
C. Stir	__B__	To work or press dough with the palms of the hands
D. Cut in	__C__	To mix all ingredients with a circular motion until well-blended or is uniform in consistency

CORE TEST QUESTION BANK

3. Match the cooking terms on the left with the definitions on the right by putting the letter of the term in the space before the definition.

A. Boil	__B__	To cook in a small amount of fat
B. Sauté	__A__	To cook a liquid until bubbles rise continuously and break the surface
C. Simmer	__D__	To spread a thin layer of shortening or oil on a baking pan
D. Grease	__C__	To heat to just below boiling

4. Match the cutting terms on the left with the definitions on the right by putting the letter of the term in the space before the definition.

A. Chop	__B__	To remove the center of a fruit
B. Core	__C__	To rub on a tool that separates or shreds the food in various small sizes
C. Grate	__D__	To remove the peeling by using a knife or peeler
D. Pare	__A__	To cut into small pieces with a knife

NAME ____________________ PERIOD _____ DATE ____________ SCORE ______

FOOD PREPARATION TERMS: STUDENT DIRECTIONS

Many food preparation terms are used in recipes. Each term has its own special meaning. It is important that you become familiar with the terms used in recipes in order for the recipe to be a useful tool for you in cooking.

You will need to complete the activities for this unit in the order given below. As you complete each activity, put your initials on the line below each step.

STEP 1: Study the FOOD PREPARATION TERMS provided by your teacher. Each member of your group should have one of these lists. When you think you understand the terms, move on to Step #2.

______

STEP 2: Each member of your group should complete the student activity guide, CORRECT TERMS ADD UP TO SUCCESS WITH FOOD, following the directions as given. When you are finished, turn in the paper for credit.

______

STEP 3: Play the game TERMINOLOGY TURNOVER by following these directions:

______

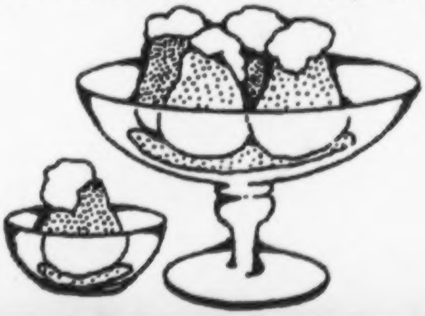
a. Lay all the cards on the table, face down.
b. Each player will take turns picking up two cards.
c. If the player picks up a definition and a picture card that match, the player keeps the cards and has another turn.
d. If the cards do not match, the player puts the cards back on the table and the next player has a turn.
e. Continue playing until all the cards are correctly matched.

STEP 4: Complete the FRUIT SALAD LAB according to the directions given on the lab sheet.

______

STEP 5: Study about one or more of the career opportunities listed in this topic. Then answer the questions about that career on the activity guide provided.

______



FOOD PREPARATION TERMS—STUDENT INFORMATION

1.	BEAT	To make a mixture smooth by stirring rapidly.
2.	BOIL	To cook a liquid until bubbles rise continuously and break the surface.
3.	CHOP	To cut into small pieces with a knife.
4.	CORE	To remove the center of a fruit.
5.	CREAM	To blend with a spoon or electric mixer until fluffy, light, and well-combined. (Ex.: sugar, eggs, and shortening)
6.	CUT IN	To mix shortening and flour with a pastry blender or two knives.
7.	FOLD	To gently combine two mixtures by cutting down through the center with a rubber scraper, across the bottom of the bowl, and up and over close to the surface.
8.	GRATE	To rub on a tool that separates or shreds the food into smaller pieces.
9.	GREASE	To spread a thin layer of shortening or oil on a baking pan.
10.	KNEAD	To work or press dough with the palms of the hands.
11.	PARE	To remove the peeling by using a knife or peeler.
12.	SAUTÉ	To cook in a small amount of fat.
13.	SIMMER	To heat to just below boiling.
14.	STIR	To mix ingredients using a circular motion until well-blended.
15.	TOSS	To mix foods lightly using a lifting motion with two forks or a fork and a spoon.
16.	WHIP	To beat rapidly and make light and airy. (Ex.: egg whites, whipping cream)

NAME ____________________ PERIOD _____ DATE ____________ SCORE ______

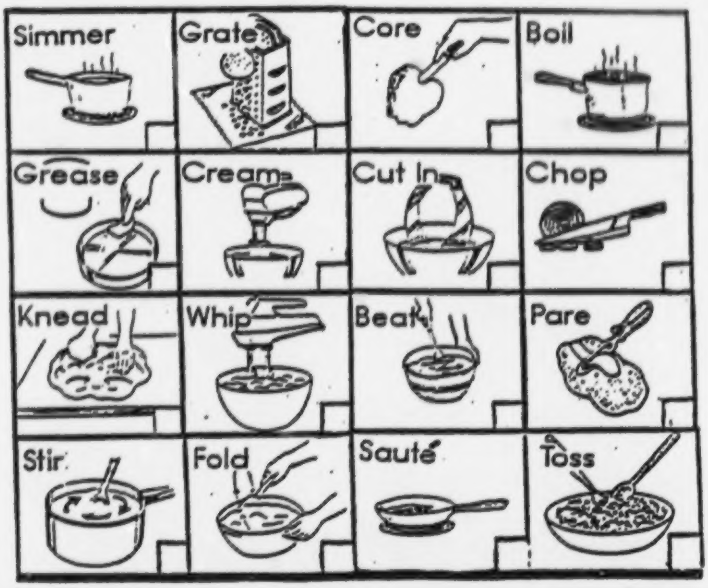
CORRECT TERMS ADD UP TO SUCCESS WITH FOOD

DIRECTIONS:

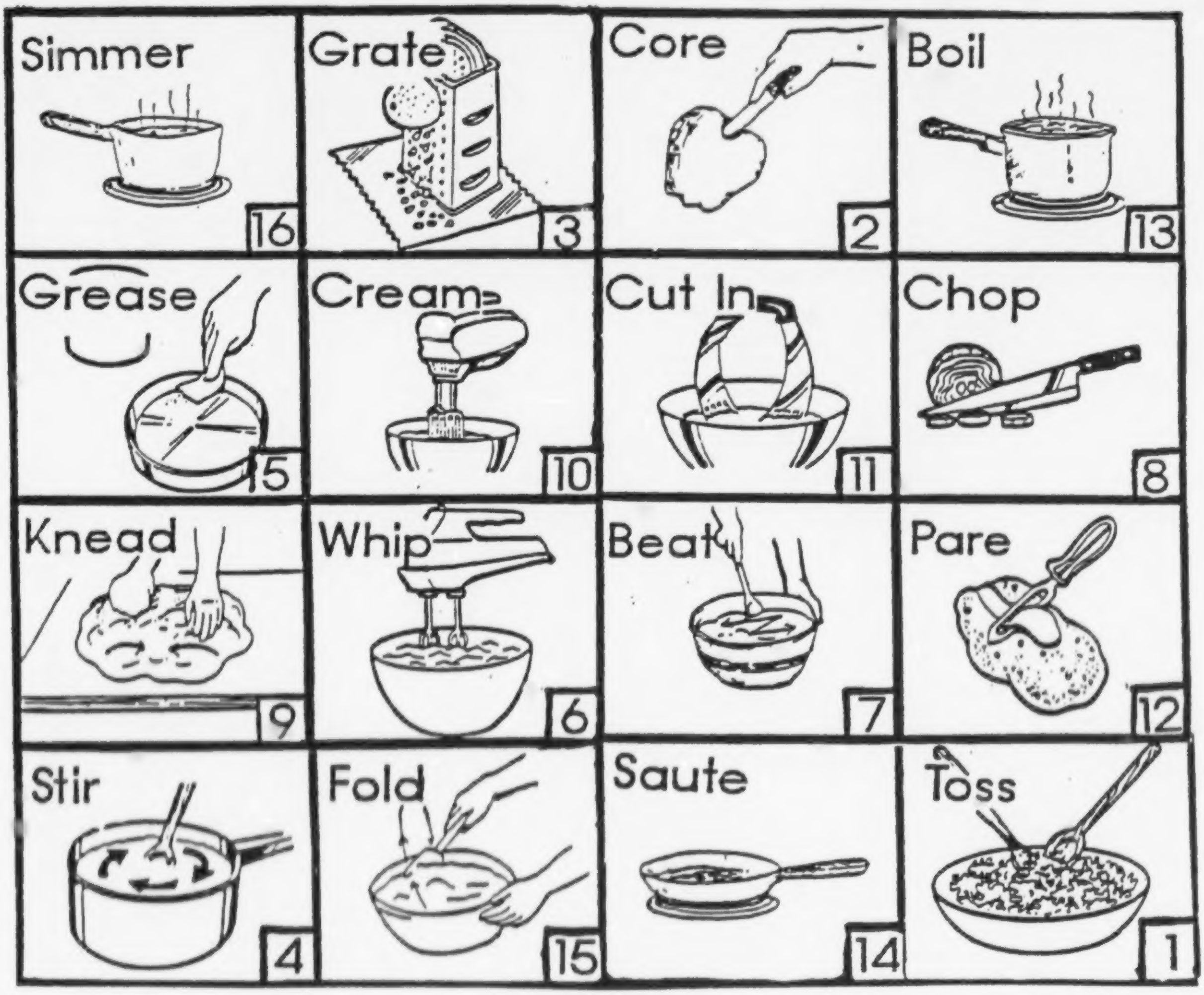
a. Match the definition below with the food preparation term picture.
b. Place the definition number in the box in the corner of each square.
c. Check your answers by adding the four definition numbers in a vertical, horizontal, or diagonal row. The total must always equal "34."
d. If your total is different, check your FOOD PREPARATION TERMS sheet and then change your answers until each total is "34."

COOKING TERM DEFINITIONS:

1. To mix foods lightly with a lifting motion using two forks or a fork and a spoon.
2. To remove the center of a fruit.
3. To rub on a tool that separates or shreds the food into smaller pieces.
4. To mix ingredients using a circular motion until well-blended.
5. To spread a thin layer of shortening or oil on a baking pan.
6. To beat rapidly and make light and airy. (Ex.: egg whites, whipping cream)
7. To make a mixture smooth by stirring rapidly.
8. To cut into small pieces with a knife.
9. To work or press dough with the palms of the hands.
10. To blend with a spoon or electric mixer until fluffy, light, and well-combined. (Ex.: sugar, eggs, and shortening)
11. To mix shortening and flour with a pastry blender or two knives.
12. To remove the peeling by using a knife or peeler.
13. To cook a liquid until bubbles rise continuously and break the surface.
14. To cook in a small amount of fat.
15. To gently combine two mixtures by cutting down through the center with a rubber scraper, across the bottom of the bowl, and up and over close to the surface.
16. To heat to just below boiling.



CORRECT TERMS ADD UP TO SUCCESS WITH FOOD - TEACHER KEY


Simmer
16
Grate
3
Core
2
Boil
13
Grease
5
Cream
10
Cut In
11
Chop
8
Knead
9
Whip
6
Beat
7
Pare
12
Stir
4
Fold
15
Saute
14
Toss
1

TERMINOLOGY TURNOVER - PAGE 1

Sauté	**Cut In**
Stir	**Beat**
Simmer	**Grate**

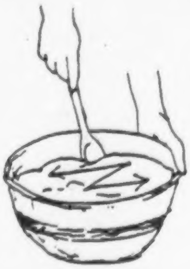
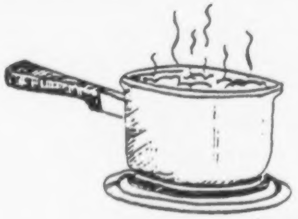
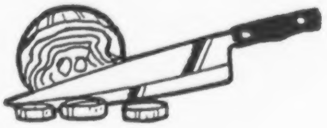
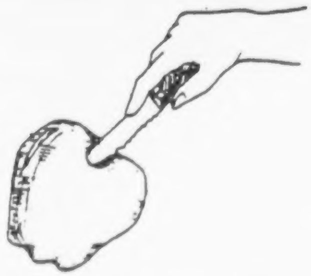
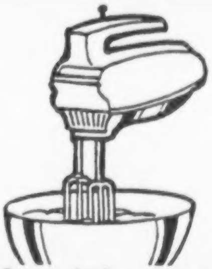
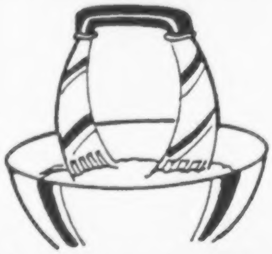
TERMINOLOGY TURNOVER - PAGE 2

Whip	**Boil**
Cream	**Core**
Toss	**Fold**

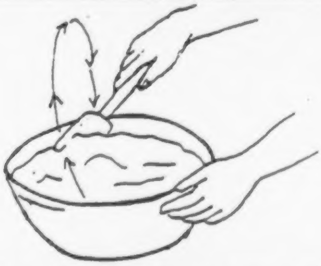
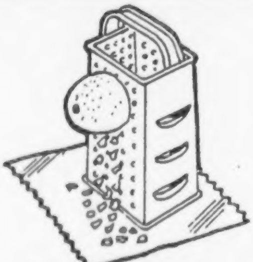
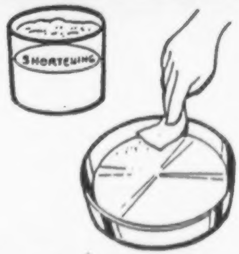
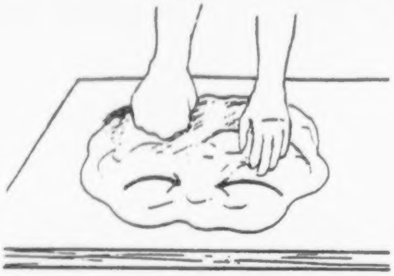
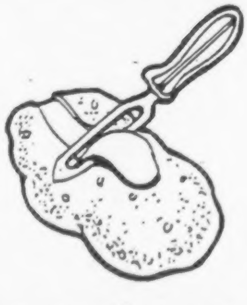
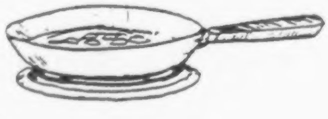
TERMINOLOGY TURNOVER - PAGE 3

Grease	**Chop**
Knead	**Pare**

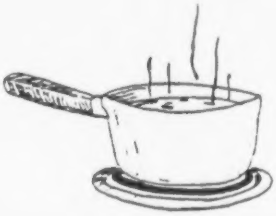
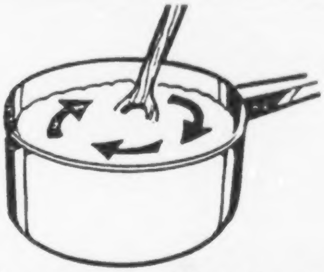
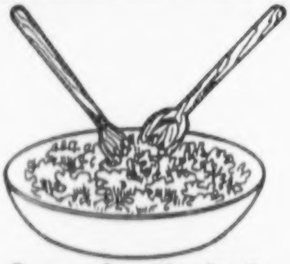
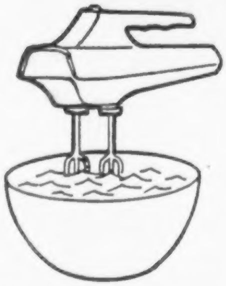
TERMINOLOGY TURNOVER - PAGE 4

 **To make a mixture smooth by stirring rapidly**	 **To cook a liquid until bubbles rise continuously and break the surface**
 **To cut into small pieces with a knife**	 **To remove the center of a fruit**
 **To blend with a spoon or electric mixer until fluffy, light, and well-combined**	 **To mix shortening and flour with a pastry blender or two knives**

TERMINOLOGY TURNOVER - PAGE 5

 To gently combine two mixtures by cutting through center with rubber scraper, etc.	 To rub on a tool that separates or shreds the food into smaller pieces
 To spread a thin layer of shortening or oil on a baking pan	 To work or press dough with the palms of the hands
 To remove the peeling by using a knife or peeler	 To cook in a small amount of fat

TERMINOLOGY TURNOVER - PAGE 6

 **To heat to just below boiling point**	 **To mix ingredients using a circular motion until well-blended**
 **To mix foods lightly using a lifting motion with two forks or a fork and spoon**	 **To beat rapidly and make light and airy**

TERMINOLOGY TURNOVER - PAGE 7

Terminology Turnover

Terminology Turnover

Terminology Turnover

Terminology Turnover

Terminology Turnover

Terminology Turnover

LAB PLANNING SHEET: FRUIT SALAD LAB

Date of Lab ____________________ Unit _________ Period________ Score ________

Student Names: _________________ _________________ _________________

_________________ _________________ _________________

Ingredients:

- 1 Apple
- 1 Orange
- 1 Pineapple ring
- 1/2 Banana
- 1/4 C. Flavored yogurt or fat-free whipped topping
- 1/4 C. Fat-free whipped topping
- Dash of cinnamon and/or nutmet (optional)

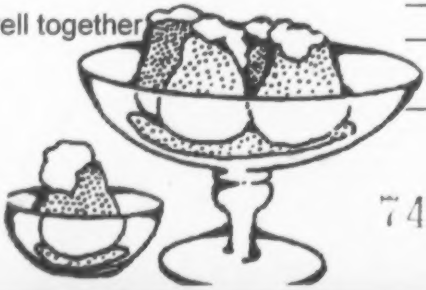
Pare, core, quarter, and slice the apple. Peel, section, and slice the orange into bite-size pieces. Peel and slice the banana into bite-size pieces. Cut pineapple ring into chunks. Put all of the fruit into a mixing bowl. Fold yogurt and whipped topping mixture into the fruit. Add a dash of cinnamon and/or nutmeg to mixture. Toss the fruit with forks to mix together with the dressing.

Makes 4 servings.

Before you begin, turn this paper over and complete the lab planning sheet. Assign at least one preparation duty and one clean up duty to each member of your group. Put the name of the student who is responsible for each task on the line in front of that task. Also, be sure your names are at the top of this paper.

When you have completed the lab, the grading portion below should be completed according to the directions from the teacher.

GRADING: (10=Excellent, 1=Needs Improvement)	Student Rating	Teacher Rating
Lab area is clean	_________	_________
Directions were followed	_________	_________
Lab was completed on time	_________	_________
Overall rating of product	_________	_________
Group members worked well together	_________	_________
TOTAL	_________	_________



LAB PLANNING SHEET: FRUIT SALAD LAB - PAGE 2

______________ 1. Get the supplies from the supply table.

______________ 2. Get a cutting board, large mixing bowl, paring knife, vegetable peeler, and apple corer. Set the table using bowls, forks, and glasses. Fill the pitcher with ice water and place on table.

______________ 3. Pare, core, quarter, and slice the apple and then put it into the mixing bowl.

______________ 4. Peel, section, and slice the orange into bite-size pieces and then put it into the mixing bowl.

______________ 5. Cut pineapple ring into chunks and then put into the mixing bowl.

______________ 6. Peel and slice the banana into bite-size pieces and then put into the mixing bowl.

______________ 7. Fold the yogurt and whipped cream mixture into the mixed fruit. Add a dash of cinnamon and/or nutmeg to the fruit mixture. Use two forks to toss the fruit and dressing mixture together.

EVERYBODY! SIT AT THE TABLE TOGETHER WHILE YOU EAT AND ENJOY YOUR FRUIT SALAD. Be sure to let the teacher see your finished product.

______________ 8. Fill one sink with hot soapy water and the other sink with hot rinse water.

______________ 9. Set dish drain next to the edge of the rinse sink.

______________ 10. Wash the dishes in hot, soapy water. Rinse them in hot water and put them in the dish drainer.

______________ 11. Dry the dishes and put them away in their correct places. Dry dish drainer and put away.

______________ 12. Wipe the range table and counter tops. Empty your dishwater and rinsewater.

______________ 13. Dry sinks and polish faucets with the dish towel. Put the dirty towels and dish cloths in the laundry area.

______________ 14. Sweep the floor or vacuum the carpet.

EVERYBODY! 15. Put your aprons away!

FOODS AND NUTRITION

TOPIC #15: Reading a Recipe ***TIME PERIOD:*** 1 day

CORE STANDARD #3: Technology: The students will identify the relationship of new technology available to the home, community, and school/workplace.

CORE STANDARD #4: Careers: The students will explore careers related to family and consumer sciences, identifying skills which are applicable for both the home and the school/workplace, and the impact of career choices on family lifestyles.

OBJECTIVE: Students will demonstrate reading a recipe, following directions, and recognizing the reason(s) basic ingredients are used in recipes.

INDEPENDENT LIVING SKILLS (COMPETENCIES):

20.0001-0409	Recognize the characteristics of an easy-to-use recipe.
20.0001-0410	Identify the importance of following directions.
20.0001-0446	State the functions of basic ingredients used in food products.

LIFE SKILLS:

* Lifelong Learning
* Complex Thinking
* Effective Communication
* Collaboration
Responsible Citizenship
* Employability

RELATED CAREERS:	***OCCUPATIONAL CLUSTER:***
Caterer	Technical/Crafts; Family and Consumer Sciences
Homemaker/ Home Health Aide	Scientific/Medical; Family and Consumer Sciences Health Sciences

LIST OF STUDENT ACTIVITIES:	***SUPPLIES REQUIRED:***
1. Sentence Scramble (Motivator)	Words for sentence to unscramble printed on card stock and cut apart (15.10-15.12)
➧ 2. Basic Rules for Choosing a Recipe	Overhead transparency (15.13) Enlarged definition (15.14)
➧ 3. Characteristics of a Good Recipe	Overhead transparency (15.15)
4. Rate the Recipe Wordsearch	Copies of student activity guide (15.16)
➧ 5. Basic Rules for Following a Recipe	Overhead transparency (15.18)
6. Recipe Scramble	Scrambled recipe strips cut apart and put in envelopes (15.19-15.21)
7. Why Do We Add This?	Supplies for teacher demonstration (recipe ingredients) (15.22-15.24) Equipment for teacher demonstration
Quick Bread Food Demonstration - Basic Cornbread or Muffin	Copies of recipes and lab sheets for students (teacher generated) Food items for recipe(s) chosen
8. Identification of Related Careers	Career information (15.25) Career posters (15.26-15.27)

♦♦♦

PROCEDURE

CONCEPT: Being able to read a recipe is the first step toward successful cooking. Knowing the function of specific ingredients is the second important step in the food preparation process.

1. SENTENCE SCRAMBLE (MOTIVATOR)

The scrambled sentence in the motivator activity (pages 15.10-15.12) should be printed on card stock, cut apart, and taped to a bulletin board or a chalkboard. Have the students move the cards around until they are in order and make the following statement:

"BEFORE YOU CAN BE A GOOD COOK,
YOU MUST FIRST LEARN TO READ A RECIPE."

Discuss how this sentence is much like a recipe—before it makes any sense, it must be in the correct order. Before learning to cook, a person must also be able to read a recipe correctly.

OPTION: The teacher might choose to give each unit a scrambled sentence and give a prize to the first group that gets it together correctly.

♦ 2. BASIC RULES FOR CHOOSING A RECIPE

Using overhead transparencies of the basic rules for choosing a recipe (page 15.13), introduce the students to these guidelines. Discuss the reasons for these guidelines as they are presented. This will lead to the definition of term "recipe" (page 15.14).

RECIPE: A SET OF DIRECTIONS FOR PREPARING A FOOD PRODUCT

A recipe is a kind of plan, or blueprint, to guide you. Recipes tell you what ingredients to use and how to put them together.

BASIC RULES FOR CHOOSING A RECIPE

When you choose a recipe, ask yourself these questions:

1. Will the food appeal to the family or guests as well as you?
2. Do you have all the ingredients needed?
3. If not, can you stay within your budget if you have to buy more groceries?
4. Do I have enough time to make the recipe?
5. Do I have the cooking skills needed to make the recipe?

◆

◆3. CHARACTERISTICS OF A GOOD RECIPE

Review the characteristics of a good recipe (page 15.15) with the students, discussing with them why each one is important. Part of one's cooking success depends on choosing and following good recipes.

CHARACTERISTICS OF A GOOD RECIPE

A. A good recipe has two parts:

1. A list of ingredients with the amounts used
2. The directions for making the food product

B. It includes the following things:

1. Ingredients listed in the order of their use.
2. Exact measurements (amounts) of each ingredient listed.
3. Simple, step-by-step directions with the steps listed in sequence.
4. Cooking time.
5. Cooking temperature.
6. Size of correct cooking equipment to use.
7. Number and size of servings recipe makes.
8. That the recipe be a tested one.

4. RATE THE RECIPE WORDSEARCH

Have students complete the RATE THE RECIPE wordsearch (page 15.16). Upon completion, go over the correct answers with the students.

◆5. BASIC RULES FOR FOLLOWING A RECIPE

Using an overhead transparency of page 15.18, discuss the importance of following a recipe as it is written. In order to do this, one must know the terms, understand the directions, be able to interpret abbreviations, etc. Substitutions can only be used successfully if the preparer knows the functions of each ingredient. A beginning cook shouldn't try to alter a recipe until he/she has had a lot of experience.

1. Read the entire recipe before doing anything.
2. Assemble necessary equipment and ingredients before beginning.
3. Preheat the oven, if necessary.
4. Follow the recipe directions step by step.
5. Know the meaning of cooking abbreviations, methods, and terms.
6. Use correct standard equipment to measure ingredients.

◆◆◆

6. ***RECIPE SCRAMBLE***

Divide the students into small groups. Provide each group with one of the scrambled recipes (pages 15.19-15.21). Cut the recipes apart on the dotted lines, and place each recipe in an envelope. Have the students sort the recipe strips into the correct order. This activity can be used as a filler activity while students are preparing food or when other activities or assignments have been completed.

7. ***WHY DO WE ADD THIS?***

Choose a simple quick bread recipe—muffins, cornbread, nut bread, coffee cake—and demonstrate making the quick bread, telling the students about each ingredient as it is added. Tell why it is used, the effect on flavor, texture, etc. The teacher background information for this is provided on pages 15.22-15.24. Be sure to discuss the difference between baking powder and baking soda.

If time allows, the teacher may choose to have a quick bread lab and let the students experience making a simple quick bread. When each unit makes different recipes, it allows the students to observe differing experiences and broadens the learning base.

8. ***IDENTIFICATION OF RELATED CAREERS***

Identify the careers related to reading recipes and planning by using the career information (pages 15.25) and the career posters (pages 15.26-15.27).

SUMMARY: Before a person can prepare food successfully, it is necessary to learn how to read and follow a recipe, plan a schedule for food preparation, and understand the functions of the ingredients. People who work in food-related careers must be able to do all of these things.

CORE TEST QUESTION BANK

20.0001-0409 ***Recognize the characteristics of an easy-to-use recipe.***

1. Put a check on the line before each item that identifies something you can learn from reading a recipe. (There are four (4) correct answers.)

______ a. How many tablespoons are in a cup
__*__ b. The cooking temperature and time required for cooking
__*__ c. The serving size and number of servings
__*__ d. The food items needed to make the recipe
______ e. Food term definitions
__*__ f. Step-by-step directions

2. Put a check on the line before each item that is a basic rule for following a recipe. (There are five (5) correct answers.)

__*__ a. Read the entire recipe before you start
__*__ b. Assemble the necessary cooking equipment and ingredients before you start
__*__ c. Preheat the oven, if necessary
__*__ d. Follow the recipe directions step by step
______ e. Learn the meaning of cooking abbreviations and terms
__*__ f. Use correct standard equipment for measuring and preparing

3. The first part of a recipe should be:
a. The directions for mixing
b.* The list of ingredients

4. The second part of a recipe should be:
a.* The directions for mixing
b. The list of ingredients

5. A set of directions for preparing a food is called a:
a. Receipt
b.* Recipe
c. Receiver

20.0001-0410 ***Identify the importance of following directions.***

1. Following the directions as written in a recipe:
a. Takes too much time
b. Doesn't make much difference in the product
c.* Helps to guarantee a better product
d. Is only necessary at school

CORE TEST QUESTION BANK

2. Following the directions as written in a recipe:
   - a. Prevents wasting food
   - b. Allows you to organize ingredients and work
   - c. Doesn't really make any difference in the final product
   - d.* Both "a" and "b" answers are correct

20.0001-0446 State the functions of basic ingredients used in food products.

1. Each ingredient in a recipe has a function. Knowing these functions is a part of food science. Match the name of the ingredient on the left with the functions listed on the right by putting the letter of the ingredient in the space before the function.

   A. Flour
   B. Eggs
   C. Sugar
   D. Salt
   E. Leavening agents
   F. Liquids
   G. Fats and oils

   __F__ Add moisture for mixing
   __D__ Enhances flavor and slows growth of bacteria in bread
   __G__ Cause tenderness in products
   __C__ Adds flavor and aids in browning
   __A__ Adds bulk, thickens, and provides structure
   __B__ Serves as a binding agent; adds nutrition
   __E__ Cause products to rise

2. Baking powder, soda, and yeast are three different kinds of:
   - a.* Leavening agents
   - b. Flours
   - c. Seasonings
   - d. Sweeteners

3. Milk and water are used in recipes to add:
   - a. Coloring to the mixture
   - b. Bulk to the mixture
   - c. Seasoning to the mixture
   - d.* Liquid or moisture to the mixture

4. Leavening agents are used in recipes to:
   - a. Add seasoning to the mixture
   - b.* Make the dough rise
   - c. Add liquid or moisture to the mixture
   - d. Make the mixture sweeter

CORE TEST QUESTION BANK

5. A good reason to learn the functions of some basic ingredients is:
   a. It's a good way to be more successful in your cooking experiences
   b. To understand why ingredients cause a recipe to work or not work
   c. You can have more food to eat than usual
   d.* Both a and b answers are correct

6. When water is added to the baking powder, the result is:
   a.* The mixture fizzes and bubbles and the baking powder dissolves
   b. The water sits on top of the baking powder and the two don't mix
   c. The mixture makes a lot of steam
   d. The mixture turns a funny color and curdles

7. The main difference between baking soda and baking powder is:
   a. Baking powder requires the addition of acid to work
   b.* Baking powder has the acid already added to it
   c. Baking soda has the acid already added to it
   d. None of the above are right

8. When baking soda is added to a flour mixture and the mixture is heated, it:
   a. Adds acid to the mixture
   b. Helps to hold the moisture in the mixture
   c.* Releases carbon dioxide and causes the mixture to rise
   d. Causes the yeast to act with the sugar

9. Baking soda (sodium bicarbonate) is an:
   a.* Alkali
   b. Acid
   c. Additive for preservation
   d. Additive for sweetening

10. When an acid such as lemon juice or vinegar is added to baking soda, the result is:
    a. The mixture curdles
    b. The mixture makes a strong odor that smells awful
    c.* The mixture fizzes and bubbles and the baking soda dissolves
    d. The two ingredients separate and don't mix

11. In order for double-acting baking powder to release all of its carbon dioxide, it requires:
    a. The addition of a liquid only
    b. The addition of heat only
    c.* The addition of both liquid and heat
    d. Time for refrigeration

◆◆

CORE TEST QUESTION BANK

12. Flour is used to make a liquid mixture:
    a. Curdle when cooked
    b. Fizz when cooked
    c.* Thicken when cooked
    d. Taste better when cooked

SENTENCE SCRAMBLE - PAGE 1

A

COOK

TO

GOOD

CAN

BE

LEARN

SENTENCE SCRAMBLE - PAGE 2

A

FIRST

RECIPE

YOU

YOU

MUST

SENTENCE SCRAMBLE - PAGE 3

READ

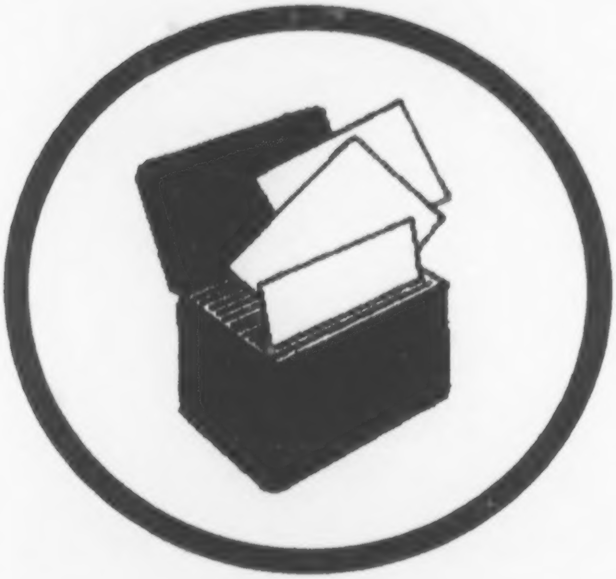
BEFORE

CHOOSING A RECIPE

When you choose a recipe, ask yourself these questions:

1. Will the food appeal to the family or guests as well as you?
2. Do you have all the ingredients needed?
3. If not, can you stay within your budget if you have to buy more groceries?
4. Do I have enough time to make the recipe?
5. Do I have the cooking skills needed to make the recipe?

RECIPE



DIRECTIONS FOR PREPARING A FOOD PRODUCT

CHARACTERISTICS OF A GOOD RECIPE

A. A good recipe has two parts:

  1. A list of ingredients with the amounts used
  2. The directions for making the food product

B. It includes the following things:

  1. Ingredients listed in the order of their use.
  2. Exact measurements (amounts) of each ingredient listed.
  3. Simple, step-by-step directions listed in sequence.
  4. Cooking time.
  5. Cooking temperature.
  6. Size of correct cooking equipment to use.
  7. Number and size of servings recipe makes.
  8. That the recipe be a tested one.

Name______________________ Period _____ Date ____________ Score _________

RATE THE RECIPE WORDSEARCH

Part of one's cooking success depends on choosing and following good recipes. Here are tips on what to look for in a recipe. Find and circle the missing words in the wordsearch block, then write them in the blanks.

A good recipe should:

1. List ingredients in the _______ of their use.
2. Give exact ________________ of all ingredients.
3. Include simple, step-by-step ____________________ listed in the order in which they are to be done.
4. Give the exact cooking ______.
5. Give the exact cooking _______________.
6. Tell the correct ______ cooking equipment to use.
7. Give the ________ and size of servings the recipe will make.
8. Be a ________ recipe.

USE GOOD RECIPES!

M	E	A	S	U	R	E	M	E	N	T	S
T	E	M	P	E	R	A	T	U	R	E	Y
C	I	S	O	R	D	E	R	L	O	S	L
A	R	M	N	U	M	B	E	R	I	T	A
O	L	R	E	B	E	C	A	Z	C	E	C
E	S	N	O	I	T	C	E	R	I	D	N

This student activity guide could be included in your "Independent Ideas" Handbook.

Name ______________________ Period _____ Date _____________ Score _____

RATE THE RECIPE WORDSEARCH - TEACHER KEY

Part of your cooking success depends on choosing and following good recipes. Here are tips on what to look for in a recipe. Find and circle the missing words in the wordsearch block, then write them in the blanks.

A good recipe should:

1. List ingredients in the ORDER of their use.
2. Give exact MEASUREMENTS of all ingredients.
3. Include simple, step-by-step DIRECTIONS listed in the order in which they are to be done.
4. Give the exact cooking TIME.
5. Give the exact cooking TEMPERATURE.
6. Tell the correct SIZE cooking equipment to use.
7. Give the NUMBER and size of servings the recipe will make.
8. Be a TESTED recipe.

USE GOOD RECIPES!

M	E	A	S	U	R	E	M	E	N	T	S
T	E	M	P	E	R	A	T	U	R	E	Y
C	I	S	O	R	D	E	R	L	O	S	L
A	R	M	N	U	M	B	E	R	I	T	A
O	L	R	E	B	E	C	A	Z	C	E	C
E	S	N	O	I	T	C	E	R	I	D	N

This student activity guide could be included in your "Independent Ideas" Handbook.

BASIC RULES FOR FOLLOWING A RECIPE

1. Read the entire recipe before doing anything.
2. Assemble necessary equipment and ingredients before beginning.
3. Preheat the oven, if necessary.
4. Follow the recipe directions step by step.
5. Know the meaning of cooking abbreviations, methods, and terms.
6. Use correct standard equipment to measure ingredients.

RECIPE #1: TOMATO FLOWERS

4 whole tomatoes chilled

4 olives (green or black)

Seasoning

Wash chilled tomatoes and cut off stem ends.

With cut side down, cut each tomato into sixths, cutting through to within 1 inch of bottom.

Carefully spread out sections, forming a "flower."

Sprinkle inside of each tomato with seasoning.

Place olives in center of each tomato.

RECIPE #2: VANILLA BUTTER FROSTING

1/3 C. soft butter or margarine

3 C. confectioners' sugar

1 1/2 t. vanilla

About 2 T. milk

Put butter or margarine in mixing bowl.

Soften butter or margarine.

Add confectioner's sugar to softened butter or margarine and blend together.

Stir in vanilla and milk; beat until frosting is smooth and of spreading consistency.

RECIPE #3: TACO HOT DOGS

1/4 C. chili sauce

1 t. minced hot chili pepper

5 frankfurters

2/3 C. shredded lettuce

1/3 C. grated natural Cheddar cheese

5 frankfurter buns, buttered

Combine chili sauce and chili pepper.

Drop frankfurters into boiling water; reduce heat.

Cover; simmer 5-8 minutes.

Shred the lettuce.

Grate the cheese.

Butter and toast buns.

Place frankfurters in buns.

Spoon chili sauce mixture over frankfurters.

Top with shredded lettuce and cheese.

RECIPE # 4: PEACH MELBA

1 10 oz. package of frozen raspberries

1 one-lb. can of sliced peaches

1/4 C. sugar

1 T. cornstarch

1 T. lemon juice

Vanilla ice cream

Thaw package of frozen raspberries.

Drain can of sliced peaches, reserving 1/4 cup juice.

Combine sugar, cornstarch, peach juice, and lemon juice in a saucepan.

Place mixture over a low heat and stir until thick.

Add raspberries and peaches to mixture, and heat until fruit is warm to taste.

Pour warm fruit mixture over vanilla ice cream.

WHY DO WE ADD THIS?
FUNCTIONS OF BASIC RECIPE INGREDIENTS

Flour: Flour is any grain that has been milled into fine particles. There are different types of flours and they are used mainly as thickening agents, such as in gravy, or to form the structure of the food product, such as in bread.

Flours made from wheat are the most common, but flours made from rice, rye, corn, and other grains are also available. In baking, the correct type of flour must be used. Flours other than wheat flour do not form as much gluten, so products made of specialty flours will be heavy and compact. The quality of a baked product made with a specialty flour can be greatly improved when wheat flour is mixed with the nonwheat flour.

Water must be added to flour in order for the protein to form the gluten, which is the elastic framework that traps expanding gasses so that baked products, such as breads and cakes, can increase in volume (or rise).

Flour thickens products such as gravy, white sauce, and puddings by gelatinization of the starch grains. Gelatinization occurs when starch grains in cold water are heated. Heating allows the water molecules to penetrate the starch grain and swelling of the granules occurs.

Eggs: Eggs are one of the most versatile foods we have. Eggs serve a number of purposes in cooking. They help to keep batters from separating. When beaten, they trap air for leavening. Eggs add flavor and richness and give a tender texture. Heat causes egg proteins to coagulate. Because of this property, eggs are used as thickening agents and add elasticity and structure in baked products. Eggs contribute important nutrients and color to food products. Eggs have the ability to bind other liquids into a moist, tender solid.

When beaten, egg whites form a delicate foam by trapping air inside a protein matrix. This trapped air then expands when heated and gives baked products volume.

Sugar: Sugar gives sweetness to baked products. It also has a tenderizing effect and aids in browning of baked products. In yeast breads, sugar speeds up the action of yeast by providing additional food for the yeast cells. Sugars such as brown sugar, molasses, and honey give a distinctive flavor to baked products.

WHY DO WE ADD THIS? - PAGE 2
FUNCTIONS OF BASIC RECIPE INGREDIENTS

Salt:	Salt adds flavor to many baked products, but it also affects yeast and gluten. Salt slows down the activity of yeast so that bread dough does not rise too rapidly and produce a loaf that is too light. However, too much salt will slow down the yeast so much that a heavy, dense loaf will result. Gluten is toughened by salt. When salt bonds with gluten, the structure becomes less mobile and a tougher dough results.
Liquids:	Milk and/or water are commonly used as the liquid that makes the dry ingredients into a batter or dough, such as in cakes or bread. It is also used as a thinning agent, and milk is sometimes added to increase the nutritional content of a product.
Leavening Agents:	Leavening agents manufacture gas in the food so that the gas will expand and stretch cell walls to increase volume and tenderness. Baking powder or baking soda plus an acid produce carbon dioxide to leaven a product when liquid is added and the product is heated. Historical note: Baking powder was the first time-saving baking product to be marketed; it is a combination of baking soda and an acid—cream of tartar. Quick breads are made with baking powder and/or baking soda. Air incorporated during mixing expands when heated. Liquid turns to steam when heated and thereby increases the volume. Yeast is a mass of living plants which grow and produce carbon dioxide and alcohol when given moisture, food, and warmth. During baking, the alcohol evaporates, gas is given off, and the yeast is killed. Yeasts are among the simplest kinds of plants and belong to a group of plants called "fungi."
Fats and Oils:	Fat lubricates gluten strands, making them stretch easier as the gas is produced. Fat also develops shorter more tender gluten strands, thus making the baked product more tender and pleasant to eat. The choice of shortening depends on availability, personal taste, and nutritional considerations. Animal and hydrogenated fats contain more saturated fatty acids than vegetable oils and some margarine. Vegetable oils are least cholesterol forming.

WHY DO WE ADD THIS? - PAGE 3
FUNCTIONS OF BASIC RECIPE INGREDIENTS

When butter is "creamed" with sugar, as is likely when making a cake, many small air cells are created which can then be incorporated into the batter. Commercial shortening has been precreamed without sugar so that it takes much less "creaming" than butter does to attain the desired lightness. This "creaming" process can be thought of as a kind of leavening. Cooking oils are not capable of holding air.

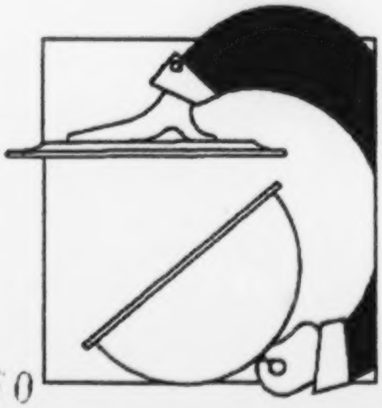
Other Ingredients: Spices, flavoring extracts, nuts, cheeses, and fruits add variety and nutritive value. Nuts and dried fruit should be rinsed in hot water before adding them to the dough to prevent them from falling out when the product is sliced.

CAREER INFORMATION

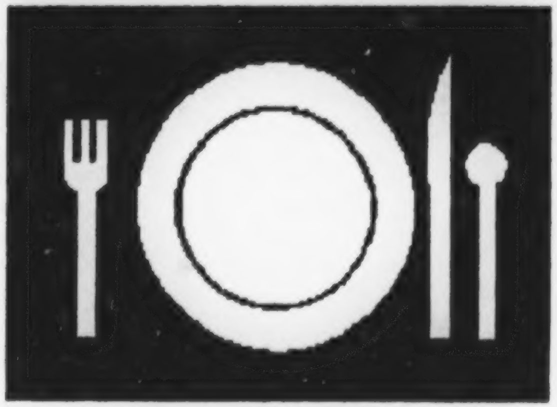
HOMEMAKER/ HOME HEALTH AIDE: Homemaker/home health aides provide homemaking services, personal care, and emotional support for clients who need such assistance to maintain themselves in their own homes. Most homemaker/home health aides work with elderly or disabled clients who require more extensive care than spouse, family, or friends can provide. Job duties and schedules vary according to clients' needs. Basic duties include cleaning, doing laundry, changing bed linens, and planning and preparing meals. Homemaker/home health aides are essentially on their own when they are at work and must be able to plan their work and schedule their time efficiently.

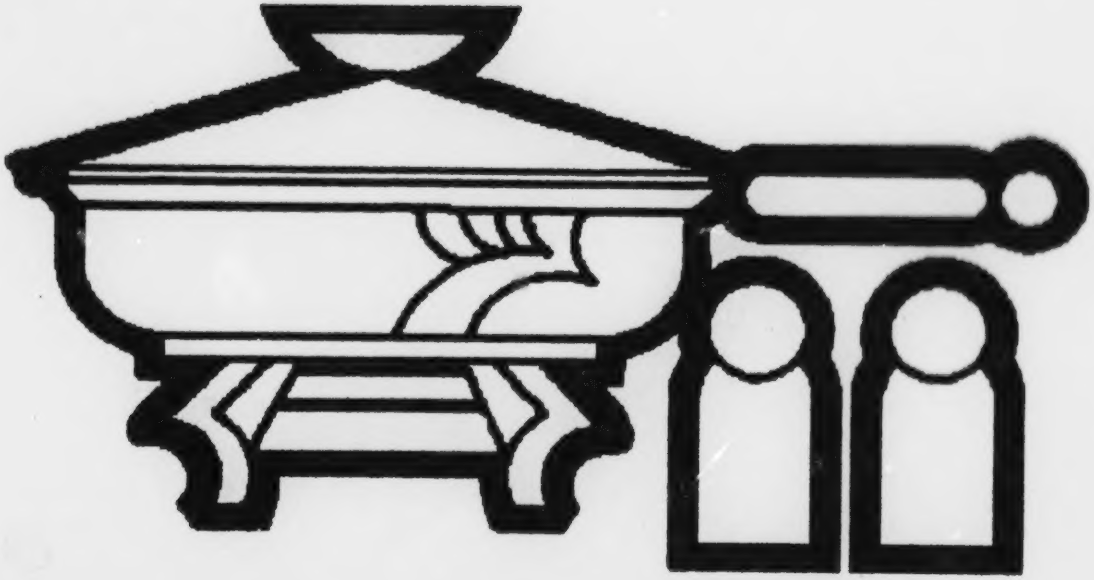
Full-time or part-time work is generally available and the worker can work as much or as little as they desire. In many states, workers must complete a short training course to be licensed for employment. Other education is not required, although a high school diploma is desirable. Employment possibilities are expected to increase through the year 2000 because of the increasing elderly population in our country.

CATERER: A caterer is a person who prepares food for special occasions, such as wedding receptions or private parties. The food is generally prepared at one location and transported to another place to be served. Caterers charge so much per person to be served and the price depends on the menu desired by the person ordering the food. Catering is often done on a part-time basis by people who do not want to work full time, and sometimes the food is prepared in a home kitchen. Caterers need to have some experience and training in the food industry before they start into the business. The amount of money earned depends upon the amount of business and the profit margin built into the unit price for each occasion.



HOMEMAKER/ HOME HEALTH AIDE





CATERER

FOODS AND NUTRITION

TOPIC #16: Food Labels ***TIME PERIOD:*** 0-1 day

CORE STANDARD #4: Careers: The students will explore careers related to family and consumer sciences, identifying skills which are applicable for both the home and the school/workplace, and the impact of career choices on family lifestyles.

OBJECTIVE: Students will be able to read and analyze the information provided on a food product label.

INDEPENDENT LIVING SKILLS (COMPETENCIES):

20.0001-0412 Identify various types of information found on a food label.

20.0001-0413 Analyze the nutritional values of food according to the information provided on labels.

LIFE SKILLS:

- * Lifelong Learning
- * Complex Thinking
- * Effective Communication
- * Collaboration
- * Responsible Citizenship
- * Employability

RELATED CAREERS:	***OCCUPATIONAL CLUSTERS:***
Dietitian	Scientific/Medical; Family and Consumer Sciences
Advertising Manager	Business/Marketing-Sales
Homemaker	Technical/Crafts; Family and Consumer Sciences
Nutrition Consultant	Scientific/Medical; Family and Consumer Sciences

LIST OF STUDENT ACTIVITIES:		SUPPLIES REQUIRED:
1.	No-Label Foods (Motivator)	Food cans and/or boxes covered with plain brown paper
2.	Label-Ease	Materials from Dairy Council of Utah Copies of student activity guides provided
◆ 3.	Let's Read Labels	Small posters with definitions of advertising terms (16.8-16.9) Definitions of terms (16.10-16.11) Copies of student activity guide for each student (16.12-16.13) Actual food labels (one for each pair or group of students)
4.	Food Label Analyzer	Computer software from Ohio Distinctive Software w/computer
5.	Food Labels Lab Bandit Breakfast Biscuits or Vanishing Breakfast Rolls	Copies of recipes and lab sheets for each unit (16.15-16.16 or 16.17-16.18) Food supplies for recipes Cookie sheets or jelly roll pans Aluminum foil
6.	Identification of Related Careers	Career information (16.19) Career posters (16.20-16.21)

FANCY
CREAMERY BUTTER

PROCEDURE

CONCEPT: Food labels contain information that helps us make wise consumer decisions.

1. ***NO-LABEL FOODS (MOTIVATOR)***

   Have several food containers (boxes and/or cans) covered with brown paper so students cannot see the information found on the label. To stimulate thinking about the importance of information found on labels, ask the students questions such as:

   - If you went to the store and wanted to buy something to eat for a quick snack, which item would you buy?
   - If you were trying to reduce your sugar intake, which item would you buy?
   - If you were trying to reduce your fat intake, which item would you buy?
   - If you wanted something nutritious to eat, which item would you buy?
   - If you needed six servings of food, which item would you buy?

   Discuss how difficult it would be for consumers to make intelligent decisions without accurate information on food labels.

2. ***LABEL-EASE***

   Use the materials provided by the Dairy Council of Utah to introduce the students to the concept of becoming familiar with information provided on labels. This material helps the students understand labeling terminology and how to interpret it. Student activity guides are provided as part of the materials. The teacher will need to purchase the cards for students—they are very inexpensive.

♦ 3. ***LET'S READ LABELS***

   Give the students actual food labels and/or food packages and have them complete the student activity guide, LET'S READ LABELS (pages 16.12-16.14). Labels and/or packages can be given to students individually, in pairs, or as lab groups.

   The concept of mandatory vs. voluntary information can be introduced using the following materials. Enlarged definitions of these terms are provided on pages 16.8-16.9.

MANDATORY INFORMATION: INFORMATION THAT IS REQUIRED BY LAW TO BE ON A FOOD LABEL

VOLUNTARY INFORMATION: INFORMATION FOUND ON A FOOD LABEL THAT IS NOT REQUIRED BY LAW

Mandatory information includes:

- The name of the product
- The style of the product (type of liquid, size of pieces, etc.)
- The net weight of the contents (this does not include the weight of the container)
- The name, address, and zip code of the company
- Any special information that affects people with health problems
- Presence of artificial color, flavor, or preservatives
- A list of ingredients in order of weight in the package; the ingredient of the largest amount is listed first
- Nutrition information, including the number of calories and the number of calories from fat

Voluntary information may include:

- The brand name
- A picture of the food
- The number of servings per package
- Recipes and/or serving suggestions
- Freshness dates.

Introduce the terms, calories and empty calories, with these definitions:

CALORIES: A STANDARD OF MEASUREMENT FOR ENERGY FROM FOOD

EMPTY CALORIES: FOOD HIGH IN CALORIES AND LOW IN NUTRIENTS

Patterns for definition posters or overhead transparencies are provided on pages 16.10-16.11.

4. FOOD LABEL ANALYZER

Use the computer software, Food Label Analyzer, from Ohio Distinctive Software for the students to learn about label analysis, shopping guidelines, and food analysis for foods without labels. This software is very inexpensive and user friendly. This would be an excellent activity for use in a round-robin educational program.

◆

5. **FOOD LABELS LAB: BANDIT BREAKFAST BISCUITS**
VANISHING BREAKFAST ROLLS

The teacher should review the lab recipes provided (pages 16.15 and 16.17) and choose which lab he/she prefers to use. Review the recipe with the students and let the students look at the information provided on the cans of biscuits. Have them analyze the nutritional value of the breakfast biscuits/rolls they will be making. Provide each group with a lab sheet for planning and scheduling. The students will probably need to complete the lab sheet the day prior to the lab in order for them to have time to complete the lab experience.

As the breakfast biscuits/rolls are baking, the teacher could have the students share the nutritional information they found the previous day and discuss how this food product could be made more nutritious.

6. **IDENTIFICATION OF RELATED CAREERS**

Using the career information (page 16.19) and the career posters (pages 8.94, 16.20-16.21), identify and discuss some of the specific careers related to food labeling.

SUMMARY: Food labels give consumers information that help them make wise nutritional choices. The law requires that specific information be given on labels.

RESOURCES:

Label-Ease, Dairy Council of Utah, 1213 East 2100 South, Salt Lake City, UT 84106, 801-487-9976. (Cost: $5.25)

Food Label Analyzer, Ohio Distinctive Software, P.O. Box 20201, Columbus, OH 43220, 614-459-0453. 1996 Price: $5.00 + $3.00 shipping/handling.

CORE TEST QUESTION BANK

UNIT: FOOD AND NUTRITION

TOPIC: FOOD LABELS

20.0001-0412 Identify various types of information found on a food label.

1. Information that is required by law to be on a food label is called:
   a. Voluntary information
   b.* Mandatory information

2. Information found on a food label that is not required by law is called:
   a.* Voluntary information
   b. Mandatory information

3. Food labels contain information that helps us:
   a. Make wise nutritional choices
   b. Make wise consumer decisions
   c.* Both a and b

4. Put an "M" in front of each item that is mandatory information on a food label. There are four (4) correct answers.

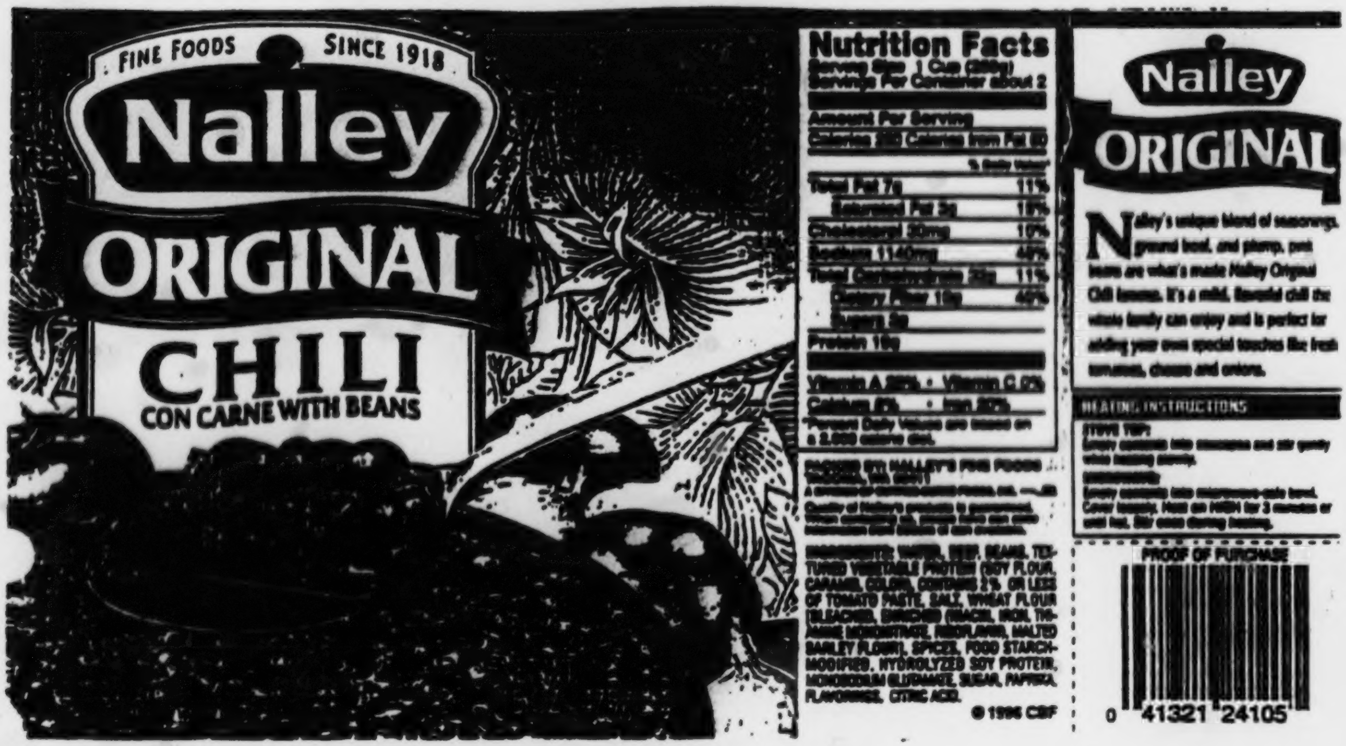
   _M__ a. The name of the product
   _M__ b. A list of ingredients in order of weight in the package with the largest amount listed first
   ____ c. The brand name
   _M__ d. Any special information that affects people with health problems
   ____ e. The number of servings per package
   _M__ f. The net weight of the contents

5. Put a "V" in front of each item that is voluntary information on a food label. There are three (3) correct answers.

   ____ a. A list of any artificial colors, flavors, or preservatives that have been added
   _V__ b. A picture of the food
   _V__ c. A recipe or serving suggestions
   ____ d. The name, address, and zip code of the company
   ____ e. The style of the product
   _V__ f. Freshness dates

CORE TEST QUESTION BANK

20.0001-0413 ***Analyze the nutritional values of food according to the information provided on labels.***


FINE FOODS SINCE 1918
Nalley
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CON CARNE WITH BEANS
Nutrition Facts
Nalley
ORIGINAL
HEATING INSTRUCTIONS
PROOF OF PURCHASE
0 41321 24105
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INGREDIENTS: WATER, BEEF, BEANS, TEXTURED VEGETABLE PROTEIN (SOY FLOUR, CARAMEL COLOR), CONTAINS 2% OR LESS OF TOMATO PASTE, SALT, WHEAT FLOUR (BLEACHED, ENRICHED (NIACIN, IRON, THIAMINE MONONITRATE, RIBOFLAVIN, MALTED BARLEY FLOUR)), SPICES, FOOD STARCH-MODIFIED, HYDROLYZED SOY PROTEIN, MONOSODIUM GLUTAMATE, SUGAR, PAPRIKA, FLAVORINGS, CITRIC ACID.

1. How much of the Nalley's Original Chili is one serving? _______1 cup________
2. How many servings are in the can? _______ 2 ________
3. How many grams of fat are in one serving? ____7 ______
4. How many grams of carbohydrates are in one serving? _______ 32 ________
5. How many grams of dietary fiber are in one serving? _______ 10 ________
6. How many grams of sugar are in one serving? ______ 3 _______
7. Which ingredient is found in the greatest amount? ______water _______
8. How many of the calories in the soup come from fat? ______ 60________
9. List two items on the food label that are required (mandatory) by law.

   1. ___Name of product_____________ 2. __list of ingredients________
10. List two items on the food label that are NOT required (voluntary) by law.

    1. __Picture of the food_________ 2. ___Heating instructions______

BEST COPY AVAILABLE

MANDATORY INFORMATION

INFORMATION REQUIRED BY LAW TO BE ON A FOOD LABEL

VOLUNTARY INFORMATION

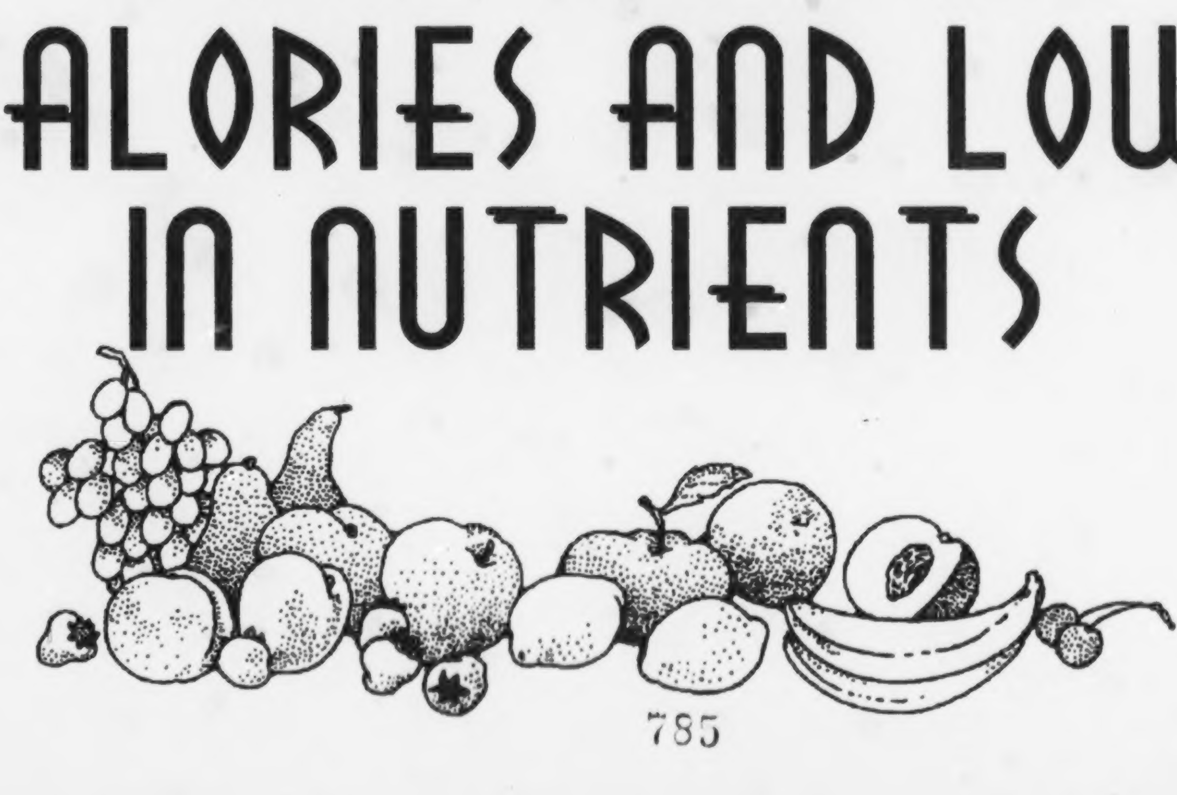
INFORMATION ON A FOOD LABEL THAT IS NOT REQUIRED BY LAW

CALORIES

A STANDARD OF MEASUREMENT FOR ENERGY FROM FOOD

EMPTY CALORIES

FOOD HIGH IN CALORIES AND LOW IN NUTRIENTS



Name ______________________ Period ______ Date ___________ Score _______

LET'S READ LABELS

PART A: Reading labels on foods will help you become a better consumer. Some of the information on food labels is mandatory (required by law), other information is voluntary (written as a courtesy to the consumer).

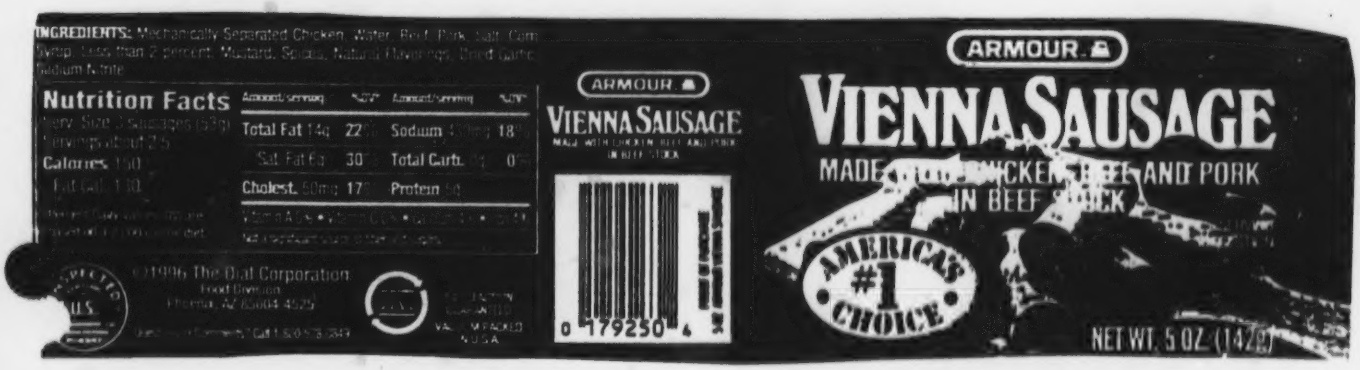
MANDATORY INFORMATION includes:

1. The name of the product.
2. The style of the product (type of liquid, size of pieces, etc.).
3. The net weight of the contents (this does not include the weight of the container).
4. The name, address, and zip code of the company.
5. Any special information that affects people with health problems.
6. Presence of artificial color, flavor, or preservatives.
7. A list of ingredients in order of weight in the package. The ingredient of the largest amount is listed first.
8. Nutritional labeling must be done if the food has nutrients added or if it claims to be highly nutritious.

VOLUNTARY INFORMATION may include:

1. The brand name
2. A picture of the food
3. The number of servings per package
4. Recipes and serving suggestions
5. Freshness dates.

Using the food label printed below, draw a circle around each kind of information you are able to find on the label.



INGREDIENTS: Mechanically Separated Chicken, Water, Beef, Pork, Salt, Corn Syrup, Less than 2 percent: Mustard, Spices, Natural Flavorings, Dried Garlic, Sodium Nitrite

Nutrition Facts

Serv. Size 3 Sausages (53g)

Servings about 2.5

Calories 150

Fat Cal. 130

Amount/serving	%DV*	Amount/serving	%DV*
Total Fat 14g	22%	Sodium [illegible]	18%
Sat. Fat 6g	30%	Total Carb. [illegible]	0%
Cholest. 50mg	17%	Protein 5g	

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Food Division
Phoenix, AZ 85004-4525

VACUUM PACKED
IN U.S.A.

ARMOUR

VIENNA SAUSAGE

MADE WITH CHICKEN, BEEF AND PORK IN BEEF STOCK

0 179250 4

NET WT. 5 OZ. (142g)

BEST COPY AVAILABLE

LET'S READ LABELS - PAGE 2

PART B: Using another food label or package provided by the teacher, answer the following questions.

1. What is the name of the product? ____________________
2. The net weight of this product is ____________________
3. What company produces this product? ____________________
4. What is its address? ____________________
5. What are the first three ingredients listed?

   ____________ ____________ ____________

6. Where is the U.P.C. code on your product? ____________________
7. What is the expiration date or code on your product? ____________________
8. How much of this product makes one serving?

   ____

9. Nutritional Information: (per serving)

   Calories ____________ Saturated fat (grams) ________

   Protein ____________ Cholesterol (grams) ________

   Total carbohydrates ____________ Sodium (mg) ________

   Total fat (grams) ____________

10. Look at the Percent of Daily Values. Are most of the nutrients less than 2%?

    ______ yes ______ no

11. From reading the nutritional information, would you consider this convenience food to be nutritious? ______ yes ______ no

    Explain your answer. ____________________

    ____

12. Three items of information on this label that are voluntary are:

    1. ____________ 2. ____________

    3. ____________

13. Why do you think the government makes laws regulating food labels?

    ____

____

LET'S READ LABELS - PAGE 3

PART C: For this section, use the labels or packages of two different products that are similar. Label one product as "A" and the second one as "B." Answer the following questions:

Product "A" is:

Product "B" is:

1. How many calories are in a serving of product "A"?

   How many calories are in a serving of product "B"?

2. What is the serving size of product "A"?

   What is the serving size of product "B"?

3. How many of the calories in product "A" come from fat?

   How many of the calories in product "B" come from fat?

4. List the vitamins product "A" contains.

   List the vitamins product "B" contains.

5. How much sodium is in product "A" per serving?

   How much sodium is in product "B" per serving?

6. How much protein is in product "A" per serving?

   How much protein is in product "B" per serving?

7. How much fat is in product "A" per serving?

   How much fat is in product "B" per serving?

8. How much cholesterol is in product "A" per serving?

   How much cholesterol is in product "B" per serving?

9. What is the total number of carbohydrates in product "A"?

   What is the total number of carbohydrates in product "B"?

10. Are there any minerals listed in product "A"?

    Are there any minerals listed in product "B"?

11. Which of the above products is the best choice nutritionally?

    Why?

LAB PLANNING SHEET: "BANDIT BREAKFAST BISCUITS"

Date of Lab ______________________ Unit ____________ Period ________________

Student Names: ________________ ________________ ________________

________________ ________________ ________________

1 pkg. canned biscuits (Requires two biscuits per serving) Makes 5 servings

Any of the following six combinations of ingredients:

1 tsp. peanut butter 1 slice banana	1 tsp. creamed cheese 1 slice banana	1" square Cheddar cheese 1 tsp. jelly
1" square Cheddar cheese 1/2 Vienna sausage or 1 slice of turkey or ham	1" sq. Cheddar cheese 1 small slice of apple	2 -3 pcs. canned apple 1/2 t. margarine dash of cinnamon

Roll biscuits on a floured surface until they are about 3 inches across. On the bottom biscuit, place the items from any of the above combinations. Put the top biscuit over the ingredients chosen and press edges together with a fork. Put biscuits on a cookie sheet sprayed with a nonstick vegetable spray. Bake at 375 degrees F. for 10-12 minutes or until biscuits are golden in color.

Before you begin, turn this paper over and complete the lab planning sheet. Assign at least one preparation duty and one cleanup duty to each member of your group. Put the name of the student who is responsible for each task on the line in front of that task. Be sure to put your names at the top of this sheet.

When you have completed your lab work as outlined on the back of this paper, fill in this section for evaluation.

GRADING: (10=Excellent, 1=Needs Improvement)	Student Rating	Teacher Rating
Lab area is clean	________	________
Directions were followed	________	________
Lab was completed on time	________	________
Overall rating of product	________	________
Group members worked well together	________	________
TOTAL	________	________

LAB PLANNING SHEET: "BANDIT BREAKFAST BISCUITS" - PAGE 2

______________ 1. Get the supplies from the supply table. Preheat oven to 375 degrees F.

______________ 2. Roll each biscuit on a floured surface until it is approximately 3 inches in diameter.

______________ 3. On the bottom biscuit, place the items selected from the combinations on the other side.

______________ 4. Put the top biscuit over the ingredients and press the edges together securely with a fork.

______________ 5. Spray a cookie sheet with nonstick vegetable spray and put the biscuits on the cookie sheet.

______________ 6. Bake at 375 degrees F. for 10-12 minutes or until golden in color. Set the timer.

______________ 7. Fill one sink with hot soapy water and the other sink with hot rinse water.

______________ 8. Remove biscuits from the cookie sheet immediately after removal from oven. Put the cookie sheet in hot water to soak.

EVERYBODY! 9. Sit at your table and enjoy your biscuits! Be sure to let the teacher see your finished product.

______________ 10. Set dish drain next to the edge of the rinse sink.

______________ 11. Wash the dishes in hot, soapy water. Rinse them in hot water and put them in the dish drainer.

______________ 12. Dry the dishes and put them away in their correct places. Dry dish drainer and put away.

______________ 13. Wipe the range top and door, table, and counter tops. Empty your dishwater and rinsewater.

______________ 14. Dry sinks and polish faucets with the dish towel. Put dirty towels and dish cloths in the laundry area.

______________ 15. Sweep the floor or vacuum the carpet.

EVERYBODY! 16. Put your aprons away!

LAB PLANNING SHEET: "VANISHING BREAKFAST ROLLS

Date of Lab ____________________ Unit ___________ Period ________________

Student Names: ________________ ________________ ________________

________________ ________________ ________________

1 pkg. canned biscuits
2 Tbsp. margarine
2 Tbsp. sugar
1/2 tsp. cinnamon
5 large marshmallows (cut in half)

Makes 5 servings
(Requires two biscuits
per serving)

Melt margarine in a custard cup in the microwave. In another custard cup, combine the sugar and cinnamon. Roll the marshmallow halves in the melted margarine, completely coating the marshmallows. Then roll the marshmallows in the sugar/cinnamon mixture, coating all the surfaces. Wrap each marshmallow in a biscuit, hiding the marshmallow completely inside the biscuit. Prepare a jelly roll pan or cookie sheet with aluminum foil, shiny side up, being careful to cover the sides of the pan. Coat the foil with a nonstick vegetable spray. Place the rolls on the pan, sealed edges down. Bake at 375 degrees F. for 11-13 minutes. Set the timer. Remove rolls from pan immediately after removal from oven.

Before you begin, turn this paper over and complete the lab planning sheet. Assign at least one preparation duty and one cleanup duty to each member of your group. Put the name of the student who is responsible for each task on the line in front of that task. Also be sure to put your names at the top of this paper.

When you have completed your lab work as outlined on the back of this paper, fill in this section for evaluation.

GRADING: (10=Excellent, 1=Needs Improvement)	Student Rating	Teacher Rating
Lab area is clean	________	________
Directions were followed	________	________
Lab was completed on time	________	________
Overall rating of product	________	________
Group members worked well together	________	________
TOTAL	________	________

LAB PLANNING SHEET: "VANISHING BREAKFAST ROLLS" - PAGE 2

______________ 1. Get the supplies from the supply table. Preheat oven to 375 degrees F.

______________ 2. Using the microwave and a custard cup, melt:
2 Tbsp. margarine (a few seconds is enough)

______________ 3. In another custard cup, combine:
2 Tbsp. sugar and 1/2 tsp. cinnamon

______________ 4. Cut the marshmallows in half and roll in the melted margarine. Then roll the marshmallows in the cinnamon/sugar mixture, coating all surfaces.

______________ 5. Wrap each marshmallow half in a biscuit, hiding each marshmallow completely inside the biscuit. Seal edges securely by pressing them together with your fingers.

______________ 6. Line a jelly roll pan or cookie sheet with aluminum foil, shiny side up. Carefully cover sides of pan. Coat the foil with a nonstick vegetable spray.

______________ 7. Place biscuits on pan and bake at 375 degrees F. for 11-13 minutes or until golden in color. Set the timer.

______________ 8. Fill one sink with hot soapy water and the other sink with hot rinse water. Set the dish drain next to the edge of the rinse sink.

______________ 9. Remove rolls from pan immediately after removal from oven. Carefully remove aluminum foil and place the pan in hot water to soak.

EVERYBODY! 10. Sit at your table and enjoy your biscuits! Be sure to let the teacher see your finished product.

______________ 11. Wash, rinse, and drain the dishes.

______________ 12. Dry the dishes and put them away in their correct places.
Dry dish drainer and put away.

______________ 13. Wipe the range top and door, table, and counter tops.
Empty your dishwater and rinsewater.

______________ 14. Dry sinks and polish faucets with the dish towel.
Put the dirty towels and dish cloths in laundry area.

______________ 15. Sweep the floor or vacuum the carpet.

EVERYBODY! 16. Put your aprons away!

CAREER INFORMATION

ADVERTISING MANAGER: An advertising manager oversees the creative services and media services departments of the advertising firm. The creative services department develops the subject matter and presentation of advertising. The media services department oversees the selection of the communication media where they will advertise, such as radio, television, magazines, or labels. The manager must have a thorough knowledge of the laws regarding advertising and labeling in order to manage the services and staff in these departments.

Many people work in the advertising industry. They begin their careers in entry-level positions and work their way into management positions through experience and increased education. Advertising is a very large industry in our country—it accounts for the major part of all consumer goods purchased. There are many jobs available in this career area. The salary of advertising personnel depends upon the level of responsibility, length of service, and size and location of the firm.

HOMEMAKER: All adults are homemakers and are responsible for making purchases of food and other consumer goods for the home. Some people are part-time homemakers and have a dual career—they are both homemakers and wage-earners, while others are full-time homemakers. Since all homemakers (male and female) are consumers, it is important that they know how to read labels and find the information desired about the products they are purchasing.

Homemakers are not generally paid for their services unless they are employed by someone else to do this job. Most homemakers take care of these responsibilities because they love their families. However, being a good consumer can save the family many dollars through the years.

NUTRITION CONSULTANT: A nutrition consultant is a person who helps people determine their nutritional needs and the foods necessary to meet those needs. They may also focus on good consumer practices and often teach others to gain consumer skills related to good nutrition. They may work in businesses to aid and assist consumers, work in extension offices to assist the general public, and/or work as teachers. Many family and consumer sciences professionals serve as nutritional consultants for various types of consumers. A large part of the work is public education and assistance. To be a nutrition consultant a person must have a bachelor's degree in family and consumer sciences and/or food science.

NUTRITION CONSULTANT

ADVERTISING MANAGER

FOODS AND NUTRITION

TOPIC #17: Nutrition Strategies ***TIME PERIOD:*** 1-2 Days

CORE STANDARD #4: Careers: The students will explore careers related to family and consumer sciences, identifying skills which are applicable for both the home and the school/workplace, and the impact of career choices on family lifestyles.

OBJECTIVE: Students will study the food pyramid, the U.S.D.A. dietary guidelines, and the basic types of nutrients, and then demonstrate the use of this information by assessing the nutritional qualities (value) of various foods.

INDEPENDENT LIVING SKILLS (COMPETENCIES):

20.0001-0447	Name the parts of the food pyramid.
20.0001-0415	Name the seven dietary guidelines.
20.0001-0416	List the six basic types of nutrients.
20.0001-0414	Define nutrition terms.
20.0001-0419	Analyze foods for nutritional value.
20.0001-0418	Identify careers related to nutrition.

LIFE SKILLS:

- Lifelong Learning
- Complex Thinking
- Effective Communication
- Collaboration
- Responsible Citizenship
- Employability

RELATED CAREERS:	***OCCUPATIONAL CLUSTER:***
Family and Consumer Sciences Professional	Social-Humanitarian/Education-Government; Family and Consumer Sciences
Extension Agent	Social-Humanitarian/Education-Government; FACS
Diet Counselor	Scientific/Medical; Family and Consumer Sciences

	LIST OF STUDENT ACTIVITIES:	SUPPLIES REQUIRED:
1.	Nutrition Strategies: - Food Pyramid - Dietary Guidelines - Six Basic Nutrients	Food pyramid pieces (17.17-17.23) Dietary guidelines (17.31-17.37) Nutrition terms (17.38-17.46) Six basic nutrients (17.48-17.53) Large wall area or equivalent Heavy cord, ribbon, or bias tape Copies of student activity guide (17.54)
2.	Pyramid Pizzazz	Copies of student activity guide (17.56)
3.	Dietary Cartoons	Cartoon-making supplies
4.	Nutritious Meal Lab Experience - Stir Fry	Copies of recipe and lab sheet for students (17.57-17.58)
5.	Nutritive Evaluation of Stir Fry	Copies of student activity guide (17.59)
6.	Nutritious Snack Lab Experience - Popcorn	Hot air popcorn popper Popcorn Copies of recipes and lab sheet for students (17.60-17.65, 17.66) Recipe ingredients 5-6 cups of popped popcorn per unit
7.	Nutritive Evaluation of Popcorn Recipes	Overhead transparencies (17.67, 17.69) Overhead projector Copies of student activity guide for each student (17.68)
8.	Identification of Related Careers	Career information (17.70-17.71) Career posters (17.72-17.74)

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CONCEPT: Food is the fuel our bodies need to keep them in working order. The food pyramid and the dietary guidelines were developed to help us select foods that keep our bodies functioning at peak performance level.

NOTE: In this topic, various nutrition strategies and information will be built around the food pyramid, depicting an integration of theories and/or concepts. The food pyramid and the dietary guidelines, although different in approach, support the concepts of each other. By adhering to the food pyramid recommendations and following the dietary guidelines, a person will automatically have an adequate intake of the six basic nutrients. Students should be familiar with both concepts and how to apply them when making food choices.

▶ *1. NUTRITION STRATEGIES*

The nutrition strategies to be covered in this topic are the:

- food pyramid
- dietary guidelines
- six basic nutrients

To simplify, streamline, and mesh these strategies, use the diagram on page 17.55 as a guide for covering the materials. The teacher will need a large wall area or surface to place the pieces for each strategy as they are covered. Patterns for all of the visuals needed are provided in this topic.

Begin by introducing (or reviewing) the food pyramid. Place the sections of the food pyramid on the large wall area or surface as the material is covered. Discuss the types and groups of food in each section, why they are necessary for a balanced diet and good health, etc. Some teacher background information is provided on page 17.16.

Then introduce the need for dietary guidelines by asking the following questions and generating responses and/or discussion:

a. How do you feel when you miss a meal? (Tired, sleepy, unable to concentrate, confused, stomach pains, etc.)

b. What do you suppose happens to your body when you skip meals? (Lack of fuel slows body functions; some areas may "shut down" so that other body parts may maintain their function. Growth may be slowed because food energy is used for maintaining life rather than growth.)

c. Name some reasons why people skip meals. (Lack of preparation time, food preferences, schedule conflicts with family routine, oversleeping, too many between-meal snacks, false concepts about dieting and weight control.)

d. What do you think it would be like to starve? Is there a problem with starvation in America? (While there ARE some Americans who go hungry, there are many more who suffer from a different form of malnutrition. The biggest health problem in the United States is the kind of foods we eat. Many Americans eat too much of the wrong foods, such as sweets and high calorie desserts, and omit foods which are needed for good health.)

Because of the poor eating habits of many Americans, the government developed a set of dietary guidelines. Using the teacher background information provided (pages 17.24-17.30), introduce the guidelines explaining the purposes and necessity for each guideline as well as some of the terms used and their definitions (pages 17.38-17.46).

After the food pyramid and dietary guidelines are displayed and discussed, add the six basic nutrients to the picture. Place these around the other items, and using pieces of cord, ribbon, or bias tape, connect the nutrient stars to the food groups which supply each nutrient. See if the students can make the connections between food groups and nutrients. Some teacher background information is provided on page 17.47.

During the course of this presentation, students can complete the student activity guide, NUTRITION STRATEGIES (page 17.54), if desired. After some time for learning and review, students could be given a blank copy of the student activity guide to fill in as a test for evaluation.

2. ***PYRAMID PIZZAZ***

Have the students complete the student activity guide, PYRAMID PIZZAZ (page 17.56). This can be done at the beginning of the class period each day or can be used as a home assignment.

3. ***DIETARY CARTOONS***

Divide the class into groups by the pyramid sections. Have each student draw a one- to three-frame cartoon depicting a food pyramid group and incorporating at least one dietary guideline that supports it. Ask the students to identify the main nutrients found in the group of foods they are working with. Upon completion, have the students share the cartoons with the other class members.

An alternate option is to give each group a dietary guideline and a section of the food pyramid and have the group plan a brief presentation for the class, supplying information in a way that other students will know how to use the guideline.

4. ***NUTRITIOUS MEAL LAB EXPERIENCE - STIR FRY***

Using the recipe on page 17.57 as a guide, have the students make the stir fry. For variations and comparisons of taste and nutrients, have different groups add different ingredients.

5. ***NUTRITIVE EVALUATION OF STIR FRY***

Using the student activity guide on page 17.59 as a guide, discuss the food groups included in this recipe, the dietary guidelines that have been incorporated, and which of the six basic nutrients are included. Let the students rate the healthiness of the recipe.

6. ***NUTRITIOUS SNACK LAB - POPCORN***

Begin the lab by preparing a batch of popcorn in a hot air popper. During the popcorn cooking process, discuss and/or reinforce some of the food science and/or nutritious principles involved, such as:

- popcorn is 13.5 percent moisture, which the heat changes into steam, and the hard kernel keeps in the moisture until the steam builds up and the pressure finally bursts the shell
- popcorn is a special type of corn grown for popping; not every kind of corn will pop
- popping the corn in hot air popper reduces the number of calories that are often added by cooking the popcorn in oil (thus allowing the consumer to make nutritional choices)
- adding salt after the corn is popped allows the consumer another flavor choice
- many types of additional flavoring add a lot of salt and/or sugar to the basic popcorn and may defeat the basic nutritional value of popcorn
- popcorn can be a nutritious snack—it can be prepared in a variety of ways to better meet the dietary guidelines

After the popcorn is completed, allow each group of students to make one of the recipes provided on pages 17.60-17.65.

7. NUTRITIVE EVALUATION OF POPCORN RECIPES

A. Referring to the popcorn recipes used in the previous activity, compare the nutritive values of the various types of popcorn according to the information on the overhead transparency, NUTRITIVE VALUES OF POPCORN (page 17.67).

B. Give each student a copy of the student activity guide, HAVE IT YOUR WAY (page 17.68), and have them complete the guide according to the directions given. When the students have finished, use an overhead transparency of page 17.69 to reveal the correct answers. Allow the students to correct their papers while you discuss the evaluation. Also, discuss the answers to the questions at the bottom of the page.

C. Looking at the nutritional information on their papers and/or the overhead transparency, have the class decide which of the popcorn recipes is the most nutritious, second most nutritious, etc.

8. IDENTIFICATION OF RELATED CAREERS

Using the career information provided (pages 17.70-17.71) and the career posters (pages 17.72-17.74), identify some of the specific careers related to the use of the food pyramid and dietary guidelines.

SUMMARY: The food pyramid and the dietary guidelines were developed to help people choose foods that maintain optimum health. Nutrient dense foods contain a higher percentage of nutrients than calories. Eating a variety of nutrient dense foods promotes good health. Each nutrient performs a specific function. Nutritional analysis is useful in planning well-balanced meals and making food choices.

TEACHER RESOURCES:

Textbook: Chamberlain, Valerie M., Teen Guide, 1990, Oklahoma City, OK, Webster Division: McGraw Hill.

Videos: Learning Seed, Eating for Life: The Nutrition Pyramid, 330 Telser Road, Lake Zurich, IL 60047. 1-800-634-4941. 22 minutes

Dairy Council of Utah, The New Nutrition Pyramid, 1213 East 2100 South, Salt Lake City, UT 84106, 801-487-9976. 13 minutes

Franklin Clay Films, Nuts and Bolts of Nutrition video; P. O. Box 2213, Costa Mesa, CA 92628

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CORE TEST QUESTION BANK

17.0001-0447 ***Name the parts of the food pyramid.***

1. We should eat ___SMALL AMOUNTS_____ of the foods at the top and let the foods at the base form the ___BULK________ of our diet.

2. We should have __6 TO 11____ servings of grain per day.

3. We should have __3 TO 5_____ servings of vegetables and __2 TO 4__ servings of fruit per day.

4. We should have __2 TO 4______ servings of milk or dairy products per day.

5. We should have __2 TO 3 ___ servings of meat, eggs, nuts, or dry beans per day.

6. We should eat fats and sweets __SPARINGLY________.

7. ___CARBOHYDRATES____ are the most efficient body fuel on the planet!

8. Most fruits contain no fat; the exceptions are __OLIVES______ and ___AVOCADOS___.

9. Since cooking with water allows for some nutrient loss, make sure that you eat some __RAW__ vegetables daily.

10. ___FRUITS______ can be called "Nature's Convenience Food." They can be eaten with washing being the only preparation necessary.

11. All of the foods from nuts to eggs and red meat to dry beans are important sources of ___PROTEIN______.

12. A serving of meat is __THREE__ lean ounces or about the size of a deck of playing cards.

13. By using the food pyramid as a guide in our selection of foods each day,
    a. It is hard to eat a variety of foods
    b.* It is easy to eat a variety of foods
    c. It is impossible to eat a good variety of foods
    d. It is unnecessary to eat a good variety of foods

CORE TEST QUESTION BANK - CONT.

17.0001-0415 ***Name the seven dietary guidelines.***

1. The dietary guidelines were written to:
   a. Set controls on how much we can eat
   b.* Help us know which foods to choose and avoid to keep our bodies at peak performance
   c. Help keep people from starving in the United States

2. It is important to eat a variety of foods because:
   a.* It is difficult to get all the nutrients we need from one or two foods
   b. People have to buy more groceries and it helps the farmers
   c. That's what we learned at school

3. Trying new foods:
   a. Doesn't make much sense because you probably won't like them anyway
   b.* Is a smart thing to do because it allows you to add a variety of foods
   c. Is something only adults should do so they don't waste food

4. People should maintain a healthy weight in order:
   a. To help prevent some major illnesses
   b. To maintain self-esteem
   c. To have better health
   d.* All of the above

5. Some things you can do to help maintain a healthy weight are:
   a.* Eat slowly, take small portions, avoid fats, salt, and too much sugar
   b. Eat slowly, eat all you want, avoid fats, salt, and too much sugar
   c. Eat everything anyone offers you, but eat slowly

6. Some ways to reduce fats in your diet are:
   a. Eat lean meats, such as fish and poultry.
   b. Eat broiled or baked foods instead of fried.
   c. Use sugar substitutes instead of sugar.
   d. Add snack foods such as potato chips and doughnuts.
   e.* Both a and b are correct

7. Which of the groups of foods listed below are the highest in fiber?
   a.* Fresh fruits and vegetables, whole grain products
   b. Canned fruits and vegetables, cottage cheese
   c. Fresh fruits and vegetables, white bread and potato chips
   d. Doughnuts, white bread, and potato chips

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CORE TEST QUESTION BANK

8. Fiber is important to the body because it helps:
   - a. The circulation process
   - b.* The digestion process
   - c. The breathing process
   - d. The muscle building process

9. Some ways to add more fiber and starch to your diet are:
   - a. Eat a lot of fried foods
   - b. Eat plenty of desserts
   - c. Eat fresh fruits and green salads
   - d. Add whole grain ingredients to other foods
   - e.* Both c and d answers are correct

10. Most canned or packaged food items purchased at the grocery store have had some form of sugar added to them.
    - a.* True
    - b. False

11. One way to identify if the food item has sugar is to read the label, and any ingredient that ends in "____" means a form of sugar.
    - a. "itrate"
    - b. "ide"
    - c.* "ose"
    - d. "ium"

12. It is important for us to avoid too much sugar in our diets because:
    - a. Excess sugar in the diet can cause you to become anorexic
    - b.* Excess sugar in the diet can cause overweight and dental caries
    - c. Excess sugar in the diet can cause you to have too much fiber
    - d. Excess sugar in the diet can cause you to have too much muscle density

13. The technical term for salt is:
    - a. Nitrate
    - b. Bicarbonate
    - c. Lactose
    - d.* Sodium chloride

14. It is important for us to avoid too much salt in our diets because:
    - a. Excess salt in the diet can cause you to become anorexic
    - b. Excess salt in the diet can cause you to have too much fiber
    - c.* Excess salt in the diet can cause you to gain weight and increase your blood pressure
    - d. Excess salt in the diet can cause you to eat too much

CORE TEST QUESTION BANK

15. Match the terms on the left with the definitions on the right by putting the letter of the term in the space before the definition.

a.	Variety	_c__	Fats, usually of animal origin, which are solid at room temperature
b.	Healthy weight	_a__	A wide selection
c.	Saturated fat	_e__	A food component known as a carbohydrate; is an aid to digestion
d.	Cholesterol	_d__	A waxy, fat-like substance found in large amounts in some fats that can clog arteries
e.	Starch and Fiber	_b__	A moderate weight for a person's height and bone structure

16. Good nutrition is important to everyone because it affects our mental alertness and our physical endurance.
a.* True
b. False

17. Put a check by each item that is one of the dietary guidelines established by the U.S.D.A. There are seven (7) correct answers.

__*__ a. Eat a variety of foods
______ b. Eat a lot of your favorite foods
__*__ c. Maintain healthy weight
__*__ d. Avoid too much fat, saturated fat, and cholesterol
__*__ e. Eat foods with adequate starch and fiber
______ f. Eat only one dessert per day
__*__ g. Avoid too much sugar
__*__ h. Avoid too much salt (sodium)
__*__ i. If you drink alcoholic beverages, do so in moderation
______ j. Read food labels

CORE TEST QUESTION BANK

20.0001-0416 ***List the six basic types of nutrients.***

1. Which of the following groups are the six basic nutrients that our bodies require?

a. ______	b. __*__	c. ______
Calories	Carbohydrates	Water
Protein	Protein	Carbohydrates
Vitamins	Vitamins	Vitamins
Minerals	Minerals	Meats
Fats	Fats	Fats
Water	Water	Fiber

20.0001-0414 ***Define nutrition terms.***

1. "Saturated" fats should be avoided when possible because they:
   a. Can cause the body to form waxy-like deposits called cholesterol in our blood vessels
   b. Are the hardest type of foods for your body to eliminate
   c. Can cause problems for the circulatory system
   d.* All of the above answers are correct

2. Some examples of "saturated" fats are:
   a. Shortening, salt, margarine, and butter
   b. Sugar, shortening, oils, margarine, and butter
   c.* Shortening, margarine, and butter

3. Variety means:
   a. A wide selection of your favorite foods
   b.* A wide selection of all kinds of foods
   c. A limited selection of all kinds of foods

4. To maintain good health, one should eat:
   a. A wide selection of your favorite foods
   b.* A wide selection of all kinds of foods
   c. A limited selection of all kinds of foods

5. Eating a wide variety of foods will generally provide:
   a.* All of the basic nutrients one needs
   b. Most of the basic nutrients one needs
   c. A limited amount of the basic nutrients one needs

CORE TEST QUESTION BANK

6. Fats which are in a liquid state at room temperature are generally:
   a. Saturated
   b.* Polyunsaturated
   c. Could be either one

7. Fats which are of vegetable origin are:
   a. Saturated
   b.* Polyunsaturated
   c. Could be either one

8. Fats which are of animal origin are:
   a.* Saturated
   b. Polyunsaturated
   c. Could be either one

9. Starch is one form of:
   a. Protein
   b. Minerals
   c.* Carbohydrates

10. Starch is mainly obtained from:
    a. Meats
    b. Vegetables
    c.* Grains and grain products
    d. All of the above

11. Sodium chloride is the scientific term for:
    a.* Table salt
    b. Sugar
    c. Flour

12. Sodium intake should be:
    a. Unlimited (not controlled)
    b.* Limited (controlled)

13. The term *moderation* means:
    a. Using self-discipline when needed
    b. Avoiding excess or extremes
    c. Choosing foods carefully
    d.* All of the above

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CORE TEST QUESTION BANK

14. Eating in moderation:
    a. Is no fun
    b.* Promotes good health
    c. Doesn't make any sense
    d. All of the above

15. A food component which has no nutrients but is an aid to digestion is:
    a.* Fiber
    b. Cholesterol
    c. Starch

16. Having an adequate amount of fiber in our diets is necessary to keep our body systems functioning correctly.
    a.* True
    b. False

17. Some sources of fiber in the diet are: (name three)
    - grain products - fruits - vegetables

18. A healthy weight is defined as:
    a. Always being skinny
    b. Being as thin as possible for your height and bone structure
    c.* A reasonable weight for a person's height and bone structure

19. A "healthy" or "reasonable" weight means:
    a. Having the ability to do all types of physical activities without impairment
    b. A weight that isn't causing other health problems
    c. A weight that won't lead to other health problems later
    d.* All of the above

20. Cholesterol is:
    a.* A fat-like substance found in large amounts in some fats
    b. A fat-like substance found in large amounts in some fibers
    c. A fat-like substance found in large amounts in some sodium

21. Eating foods high in cholesterol:
    a. Promotes a healthy lifestyle
    b. Is good for the digestive system
    c.* Does not promote a healthy lifestyle
    d. Both b and c answers are correct

CORE TEST QUESTION BANK

20.0001-0419 Analyze foods for nutritional value.

1. The nutritional value of food depends on the ingredients found in the food.
   a.* True
   b. False

2. Which of the following types of popcorn has the highest level of carbohydrates?
   a. Plain popcorn
   b.* Popcorn with butterscotch bits and peanut butter
   c. Popcorn with margarine and salt
   d. Popcorn with margarine and a lot of spices added

3. Which of the following types of popcorn has the lowest level of salt (sodium)?
   a.* Plain popcorn
   b. Popcorn with butterscotch bits and peanut butter
   c. Popcorn with margarine and cheese added
   d. Popcorn with margarine and a lot of spices added

4. What type of popcorn would you fix if you are concerned about your weight?
   a. Popcorn with margarine and a lot of spices added
   b. Popcorn with margarine and no salt
   c.* Plain popcorn
   d. Popcorn with margarine and cheese added

5. Which type of popcorn would you fix if someone in your family needs to eat less sugar?
   a. Popcorn with butterscotch bits and peanut butter
   b. Popcorn with margarine, brown sugar, and corn syrup
   c. Popcorn with margarine and cheese added
   d. Popcorn with margarine and a lot of spices added
   e.* Either c or d

6. The main nutrients that plain popcorn adds to the diet are:
   a. Starch and sugar
   b. Starch and salt (sodium)
   c. Sugar and salt (sodium)
   d.* Starch and fiber

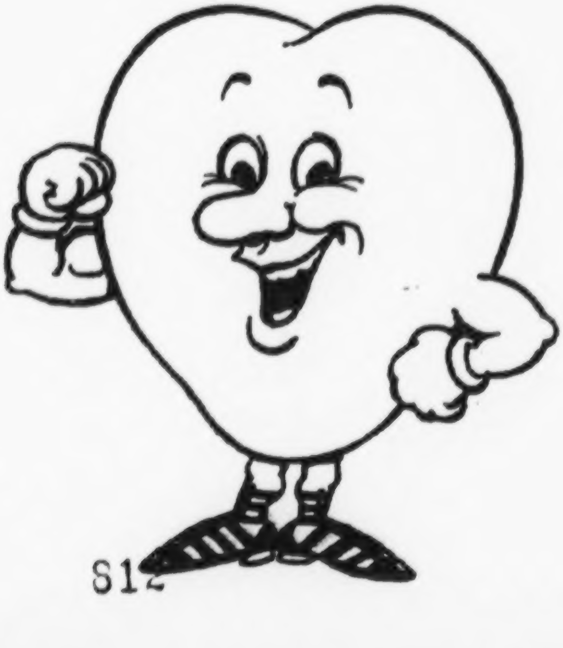
CORE TEST QUESTION BANK

20.0001-0418 Identify careers related to nutrition.

1. People who become experts in working with the nutritive values of foods and planning nutritious meals are called:
   a. Interns and doctors
   b. Nurses and orderlies
   c. Chefs and managers
   d.* Dietitians and nutritionists

2. Dietitians and nutritionists are often hired by: (Check each answer that is correct. There are four (4) correct answers.)
   __*__ Hospitals or Nursing Homes
   __*__ Restaurant Chains
   _____ Department Stores
   __*__ School Lunch Programs
   _____ Churches
   __*__ Athletic Programs

3. How much training does it require to become a dietitian or a nutritionist?
   a. No college training required
   b. Two years of college
   c. Four years of college
   d.* Four years of college plus one year of internship



THE NUTRITION PYRAMID
TEACHER BACKGROUND INFORMATION

The nutrition pyramid was developed in 1992 by the U.S. Department of Agriculture (U.S.D.A.) when the "Basic Four" was declared history. Nutritionists developed an easy-to-understand visual presentation of the ideal diet which came in the form of a pyramid.

The new pyramid was needed to help people follow the seven (7) dietary guidelines suggested by the U.S.D.A. The Dietary Guidelines suggest that we eat more foods containing fiber (whole grains, fruits, and vegetables) and less foods with fat, sugar, and salt in them. The nutrition pyramid is an outline of what to eat each day and how much.

There is a focus on fat because most Americans eat too much of it. Today's diet-related illnesses (diabetes, cancer, and heart disease) are related to people eating too much food and exercising too little. Another nonfood group that should or could be on the pyramid is exercise.

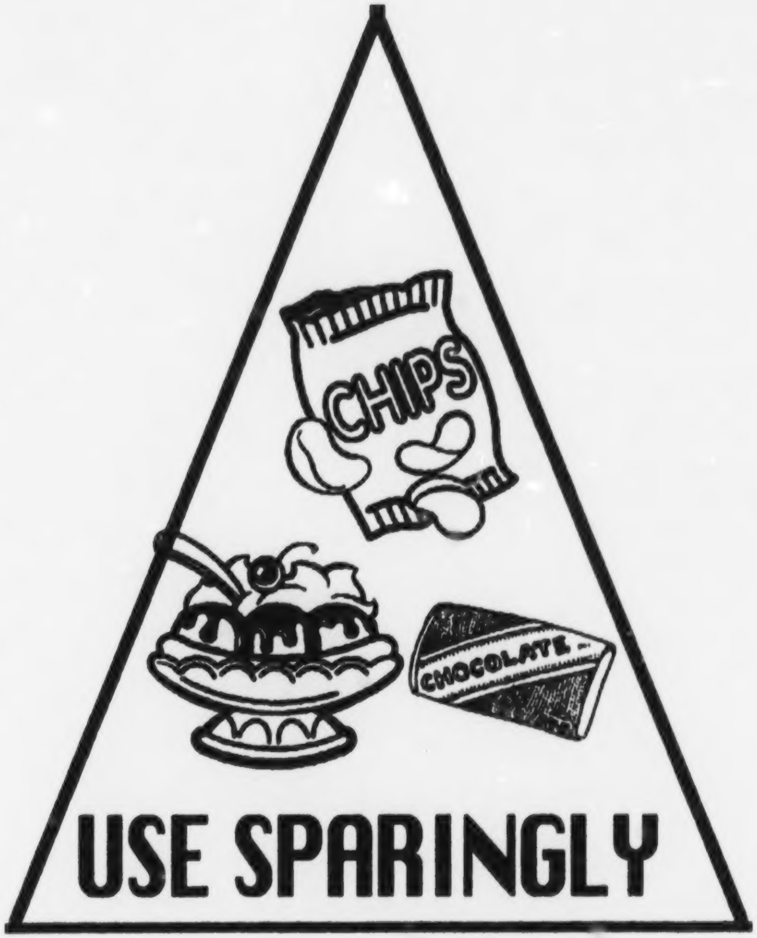
One reason Americans should eat more fruits and vegetables and fewer high-fat foods is to increase the fiber in their diets. A good slogan to remember in helping people to eat enough vegetables and fruits is, "Strive for Five," or eat five servings per day. The two groups that come mostly from animals are the dairy and meat groups. Fats and sugars are to be used sparingly because they mainly provide calories without much nutritional value.

We should eat small amounts of the foods at the top and let the foods at the base form the bulk of our diet. Carbohydrates are the most efficient body fuel on the planet! We should have 6 to 11 servings of grain per day. We should eat fats and sweets sparingly.

We should have 3 to 5 servings of vegetables and 2 to 4 servings of fruit per day. Since cooking with water allows for some nutrient loss, make sure that you eat some raw vegetables daily. Fruits can be called "Nature's Convenience Food." They can be eaten with washing being the only preparation necessary. Most fruits contain no fat; the exceptions are olives and avocados.

We should have 2 to 4 servings of milk or dairy products per day. The four (4) choices of drinking milk are whole, 2%, 1%, and skim. Skim milk has only a trace of fat in it. You can add a teaspoon of butter to a glass of skim milk and you will have 2% milk.

We should have 2 to 3 servings of meat, eggs, nuts, or dry beans per day. All of the foods from nuts to eggs and red meat to dry beans are important sources of protein. A serving of meat is three (3) lean ounces or about the size of a deck of playing cards. Chicken is high in protein.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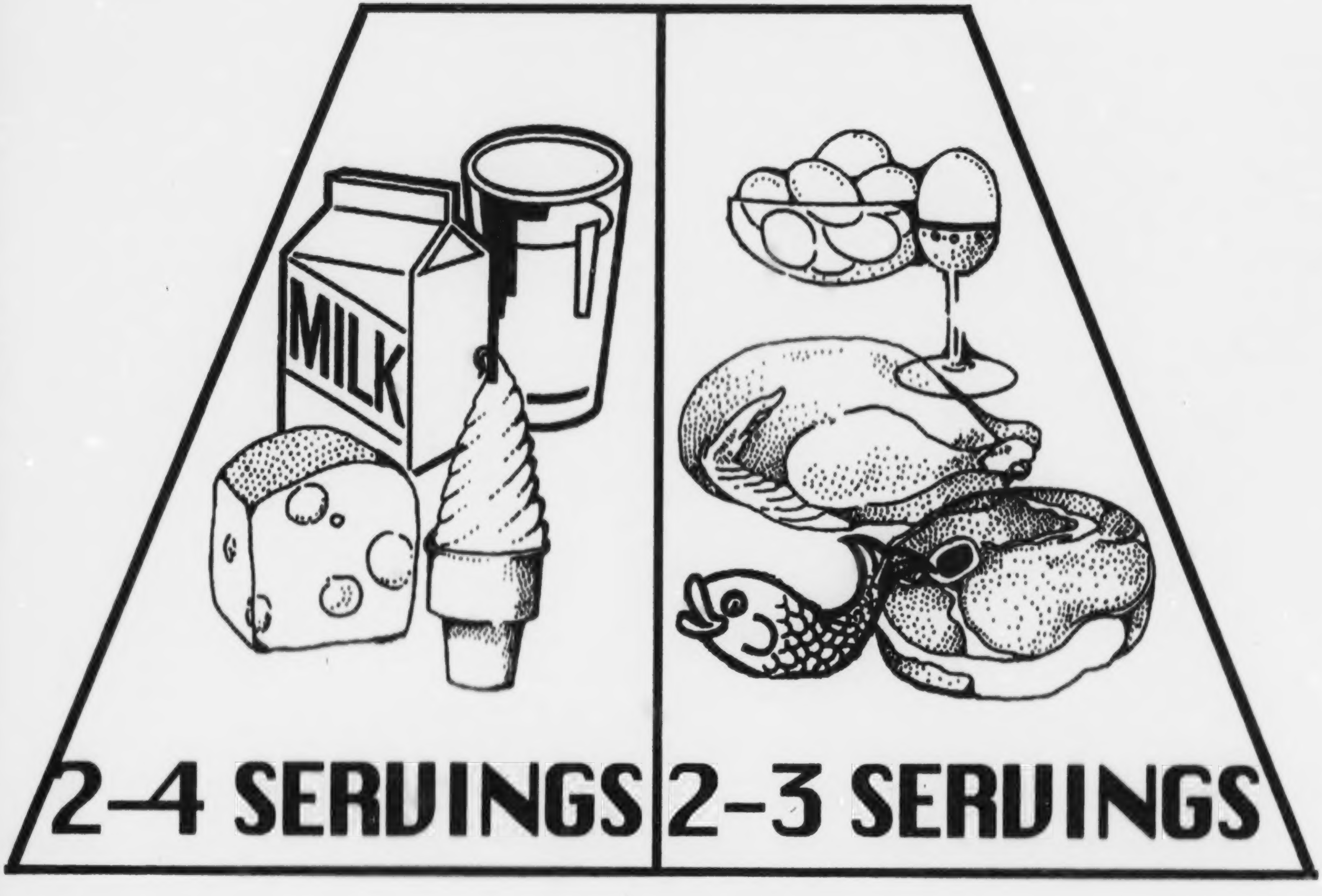
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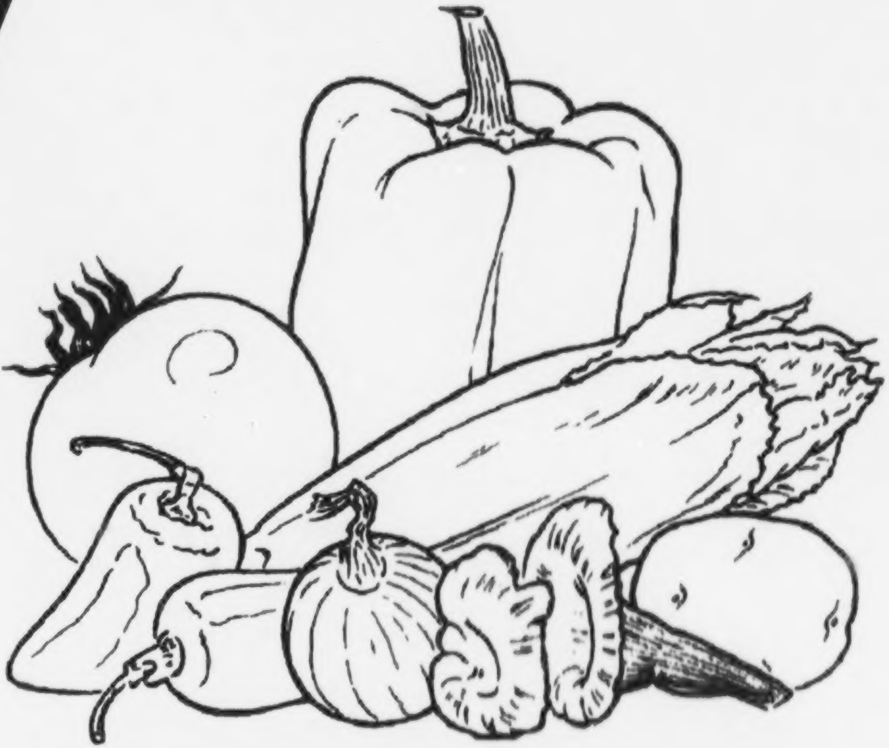
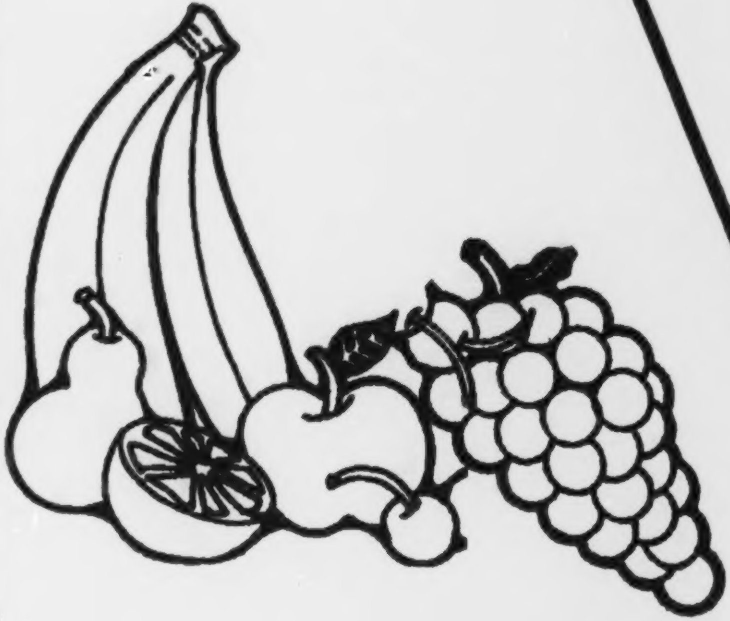
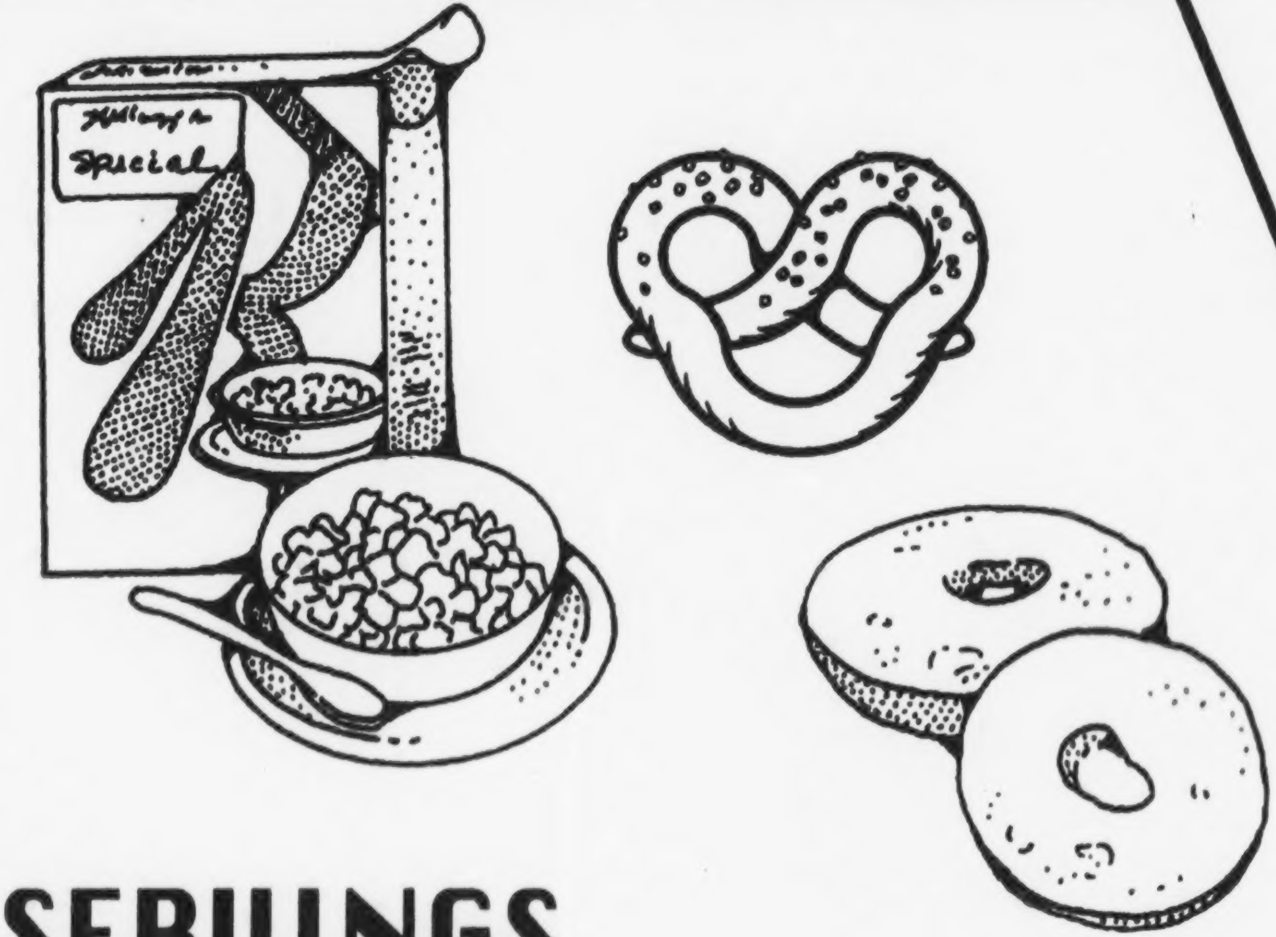


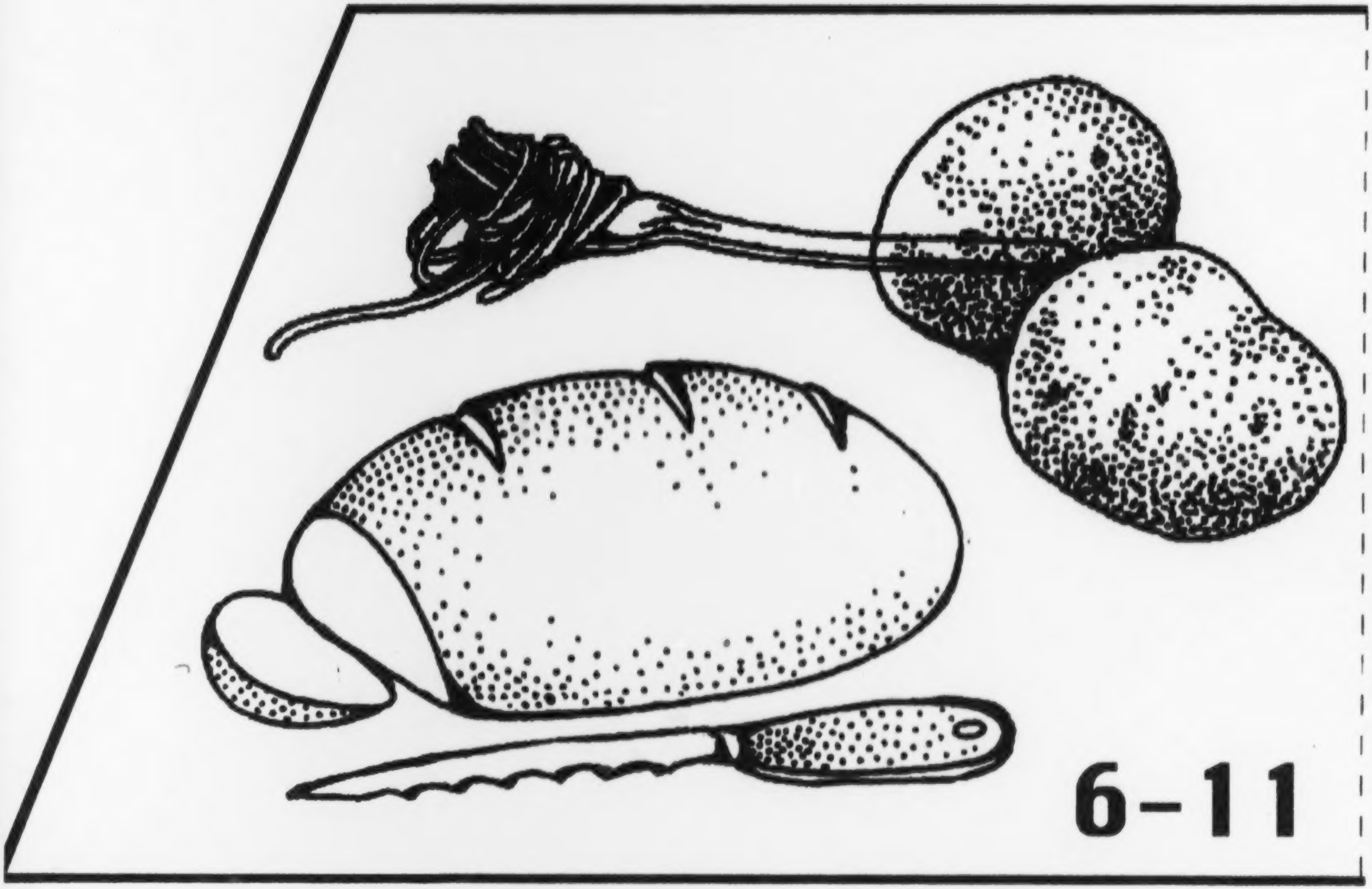
3-5 SERVINGS



2-4 SERVINGS


Kellogg's
Special

SERVINGS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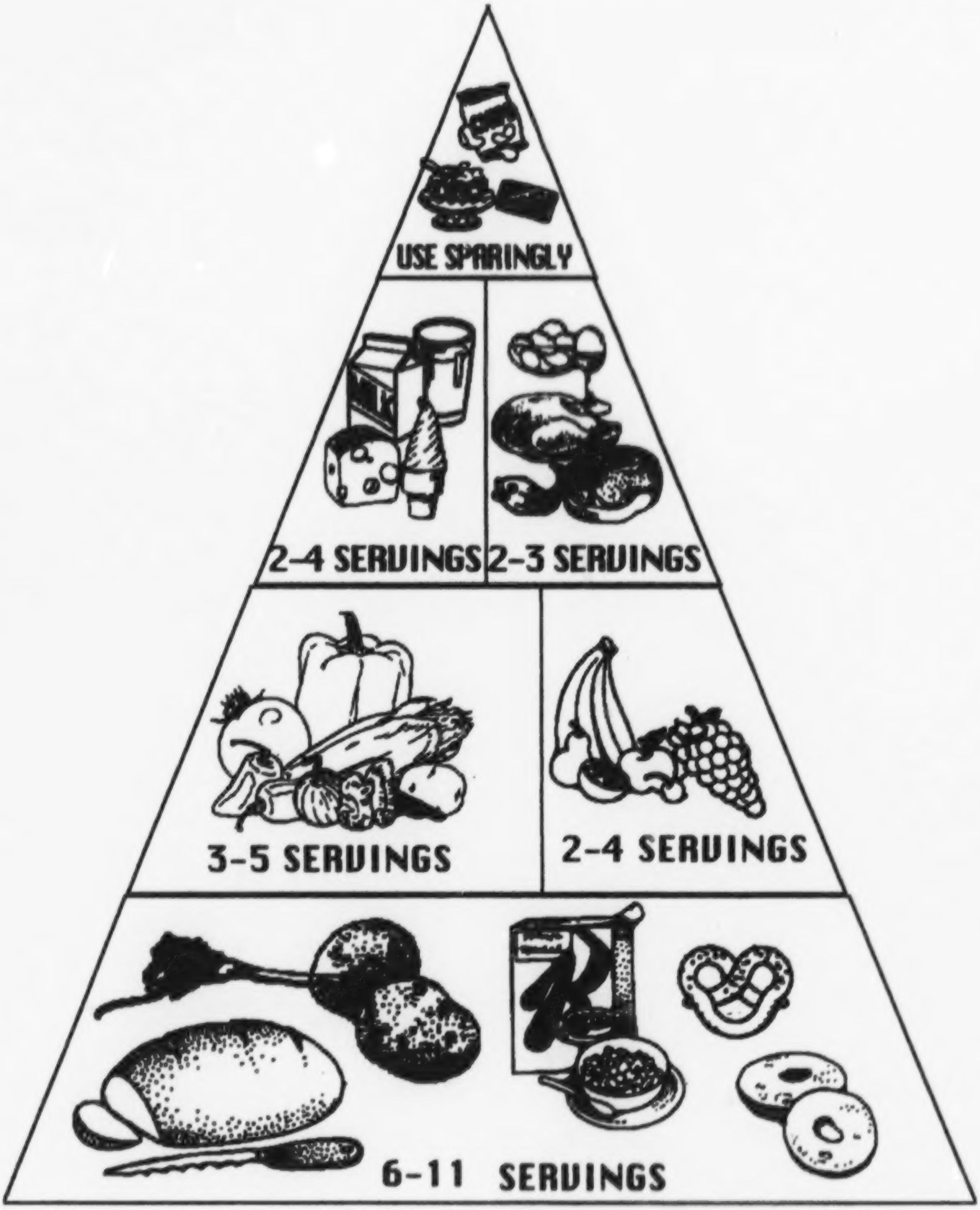


USE SPARINGLY
2-4 SERVINGS
2-3 SERVINGS
3-5 SERVINGS
2-4 SERVINGS
6-11 SERVINGS

DISCUSSION GUIDE FOR DIETARY GUIDELINES (TEACHER BACKGROUND INFORMATION)

1. **Eat a variety of foods.**

VARIETY: **A WIDE SELECTION**

a. When was the last time you tried a new food?

b. How many of these foods can you identify?

(1)	HOMINY:	A vegetable similar to corn that is a favorite dish in the southern states; ground hominy is used to make a dish called "Grits."
(2)	JICAMA: (he'-ka-muh)	A white, crisp, fresh-tasting vegetable grown in warm climates; is frequently eaten with a little lemon or lime juice on it.
(3)	ARTICHOKE:	A round, green vegetable with tight leaves. The stem is like a thistle and nonedible.
(4)	EGGPLANT:	A large, purple vegetable that is excellent when sliced and fried in an egg batter.
(5)	SHARITAKE MUSHROOM:	A very large mushroom that has a delightful flavor and texture; is high in vitamin A.
(6)	PLANTAIN: (plan-tane)	A fruit that looks like a dwarf banana; is raised in tropic countries; has a texture more like a sweet potato. Needs to be cooked before eating.
(7)	MANGO: (mang'-oh)	A reddish, yellow tropical fruit that looks like a peach when peeled; is very pleasant to taste.
(8)	TOFU: (toe'-foo)	A food product that is the highest source of protein of all foods; it is made from soy bean curd and can be used many ways in cooking.
(9)	TURNIP:	A root vegetable that can be eaten raw or cooked. The flavor is much stronger after cooking; makes a good snack food; is white.
(10)	STAR FRUIT:	A fruit that is yellowish orange in color and looks like a star when sliced.

DISCUSSION GUIDE FOR DIETARY GUIDELINES - PAGE 2

Although some students may not think these foods sound appetizing, the idea is merely to introduce them to a variety of foods and let them know that there is a whole world of foods available to them. The fruits and vegetables mentioned above are generally available at most supermarkets in the metropolitan areas.

c. It is important to eat a variety of foods because of the different vitamins and minerals they contain. It is impossible to get all the nutrients we need from one or two foods.

d. If we include all of the food groups from the pyramid in our eating habits, we will have a variety of foods in our diets.

e. What are some foods that are available to you that you have not eaten, or foods you haven't eaten for a long time?

OPTION: The teacher might give an extra credit assignment whereby students could earn some points for trying new foods. The students could be required to bring a note from a parent stating the foods tried.

2. **Maintain healthy weight.**

HEALTHY WEIGHT: **A MODERATE WEIGHT FOR A PERSON'S HEIGHT AND BONE STRUCTURE**

a. Why is it important to maintain a healthy weight?

b. Discuss the importance of regular exercise, the problems of being overweight, and the dangers of anorexia and other eating disorders that are pertinent to your class.

c. People should maintain a healthy weight in order to have optimum health and avoid high or low blood pressure, fats and cholesterol, diabetes, heart attacks, strokes, etc.

d. What are some things you should be doing now to maintain a healthy weight?

DISCUSSION GUIDE FOR DIETARY GUIDELINES - PAGE 3

3. Choose a diet low in fat, saturated fat, and cholesterol.

SATURATED FAT:	**FATS WHICH ARE SOLID AT ROOM TEMPERATURE; USUALLY OF ANIMAL ORIGIN**
POLYUNSATURATED FAT:	**FATS WHICH ARE IN A LIQUID STATE AT ROOM TEMPERATURE; USUALLY OF VEGETABLE ORIGIN**
CHOLESTEROL:	**FAT-LIKE SUBSTANCE FOUND IN LARGE AMOUNTS IN SOME FATS IN THE DIET**

a. Display a variety of fats—shortening, oils, margarine, butter, etc.

Identify the "saturated" fats and explain that these are the types of fats that should be avoided as much as possible. Saturated fats are generally solid at room temperature. They include fats of animal origin plus palm oil, coconut oil, and cocoa butter found in chocolate. These fats can cause our bodies to form a fat-like substance in the arteries called cholesterol. It can cause health problems such as high blood pressure, heart attacks, clogged arteries, etc.

Identify the "polyunsaturated fats" and include one that has been hydrogenated. Polyunsaturated fats are liquid at room temperature and are usually fats of plant origin. These are the healthiest fats for us to consume. Examples of polyunsaturated fats are corn oil, vegetable oil, peanut oil, safflower oil, and olive oil. The specific oils which have the lowest cholesterol forming properties include safflower oil, sunflower oil, corn oil, vegetable oil, and peanut oil.

However, in some products, polyunsaturated fats have stearic acid added to partially or completely solidify fat for use in margarine or vegetable shortenings. This chemical treatment of adding stearic acid can work in the body like saturated fat and can cause our bodies to form cholesterol.

b. Fat is fat—one gram of any kind of fat equals nine (9) calories. Fats are the most difficult type of food for our bodies to eliminate.

c. Have students identify foods high in fat, then identify a healthier version of the same food, or a good substitute.
For example: Food high in fat = French fried potatoes;
Healthier version = baked potato.

DISCUSSION GUIDE FOR DIETARY GUIDELINES - PAGE 4

d. Let students brainstorm ways of avoiding fats in their diets. Some suggestions are:

(1) Eat lean meat, such as fish and poultry.
(2) Eat dry beans and peas (legumes).
(3) Eat eggs and organ meats (such as liver) in moderation.
(4) Limit intake of butter, cream, and saturated fats; use lowfat dairy products.
(5) Trim excess fat from meats.
(6) Broil, bake, or boil rather than fry foods.
(7) Read labels to avoid excess fats.

4. Choose a diet with plenty of vegetables, fruits, and grain products.

STARCH:	**ONE FORM OF CARBOHYDRATES; A GRAIN OR GRAIN PRODUCT**
FIBER:	**A FOOD COMPONENT WHICH CONTRIBUTES NO NUTRIENTS OR CALORIES BUT IS A NECESSARY AID TO DIGESTION**
CARBOHYDRATES:	**SIMPLE = SUGAR** **COMPLEX = STARCH**

a. What do you think of when you hear the words "fiber" or "starch"? "carbohydrates"?

b. Identify foods that are high in fiber and/or in starch and/or carbohydrates. (Fiber denotes nondigestible parts of plant foods; starch denotes foods from grain products; carbohydrates denotes foods high in starch and sugar.) These foods supply you with energy and provide bulk in your diet.

c. Fiber is important to the body because it helps the digestion process.

d. Give examples of ways to increase starch and fiber in the diet:

(1) Eat fresh fruits and vegetables. (fiber)
(2) Add fibrous ingredients to other foods. Try whole wheat pasta or oatmeal rather than refined white flour. (starch)
(3) Eat more green salads. (fiber)
(4) Add dry beans or peas to diet. (starch)

DISCUSSION GUIDE FOR DIETARY GUIDELINES - PAGE 5

e. Have students list two things they could do personally to increase starch and fiber in their diets.

f. A simple way to illustrate the difference between simple and complex carbohydrates is to put one teaspoon of flour on the tongue of one student, and one teaspoon of sugar on the tongue of another student and have them hold them in their mouth for the class period. The sugar will readily dissolve and go into the blood stream whereas the flour will still be visible on the student's tongue at the end of the class period. This helps students to remember that simple carbohydrates act fast and complex carbohydrates act much slower.

5. **Use sugars only in moderation.**

SIMPLE CARBOHYDRATE: ANY FORM OF SUGAR

a. Have students identify foods they think are high in sugar.

b. Display the following foods and have students identify which of them contain sugar: bread, catsup, Vienna sausages, tomato soup, wheat snack crackers, Cheerios, candy bar. Then explain that all of these foods contain sugar.

c. Many foods have hidden sugar in them. This means that you don't expect them to contain sugar. Any word on a label that ends in "ose" means sugar—lactose, glucose, fructose, etc. Also, words like corn syrup, honey, etc.. refer to sugar.

d. Using food labels, have students identify foods that have sugar listed as one of the top three ingredients. Explain to students that sugar is found in many unexpected places, and it is their responsibility to be aware of what they are eating. Most canned or packaged food items purchased at the grocery store have had some form of sugar added to them.

e. What are some good substitutes for highly sugared foods? (Healthier alternatives are fresh fruits and vegetables.)

f. Why should we avoid too much sugar in our diet? (Dental caries, possible weight problems, etc.)

DISCUSSION GUIDE FOR DIETARY GUIDELINES - PAGE 6

6. **Use salt and sodium only in moderation.**

SODIUM: (SODIUM CHLORIDE) THE SCIENTIFIC TERM FOR TABLE SALT

a. What is the most salty food you can think of?

b. Sodium (sodium chloride) is the technical term for table salt. It is found in many foods.

c. Using the food labels, have students identify foods which contain sodium.

d. Some common foods which have high amounts of sodium are beverages, processed foods, soy sauce, monosodium glutamate (MSG), condiments, sauces, pickled foods, sandwich meats, baking soda and baking powder, and medications.

e. Suggestions for limiting salt intake include:
   (1) Cook with small amounts of salt.
   (2) Don't put salt shaker on the table.
   (3) Avoid obviously salty foods.
   (4) Read labels.

f. Why is it important to limit our sodium (salt) intake? (Excess salt in the diet can cause you to gain weight and/or increase your blood pressure.)

7. **(If you drink alcoholic beverages, do so in moderation.)**
Teenagers should avoid alcoholic beverages.

MODERATION: AVOIDING EXCESS OR EXTREMES

a. Teenagers should avoid using alcoholic beverages for many reasons. Not only is it illegal for teenagers to use them, it can also be physically and emotionally damaging to young people. Their bodies are not mature enough to handle the affects of alcohol.

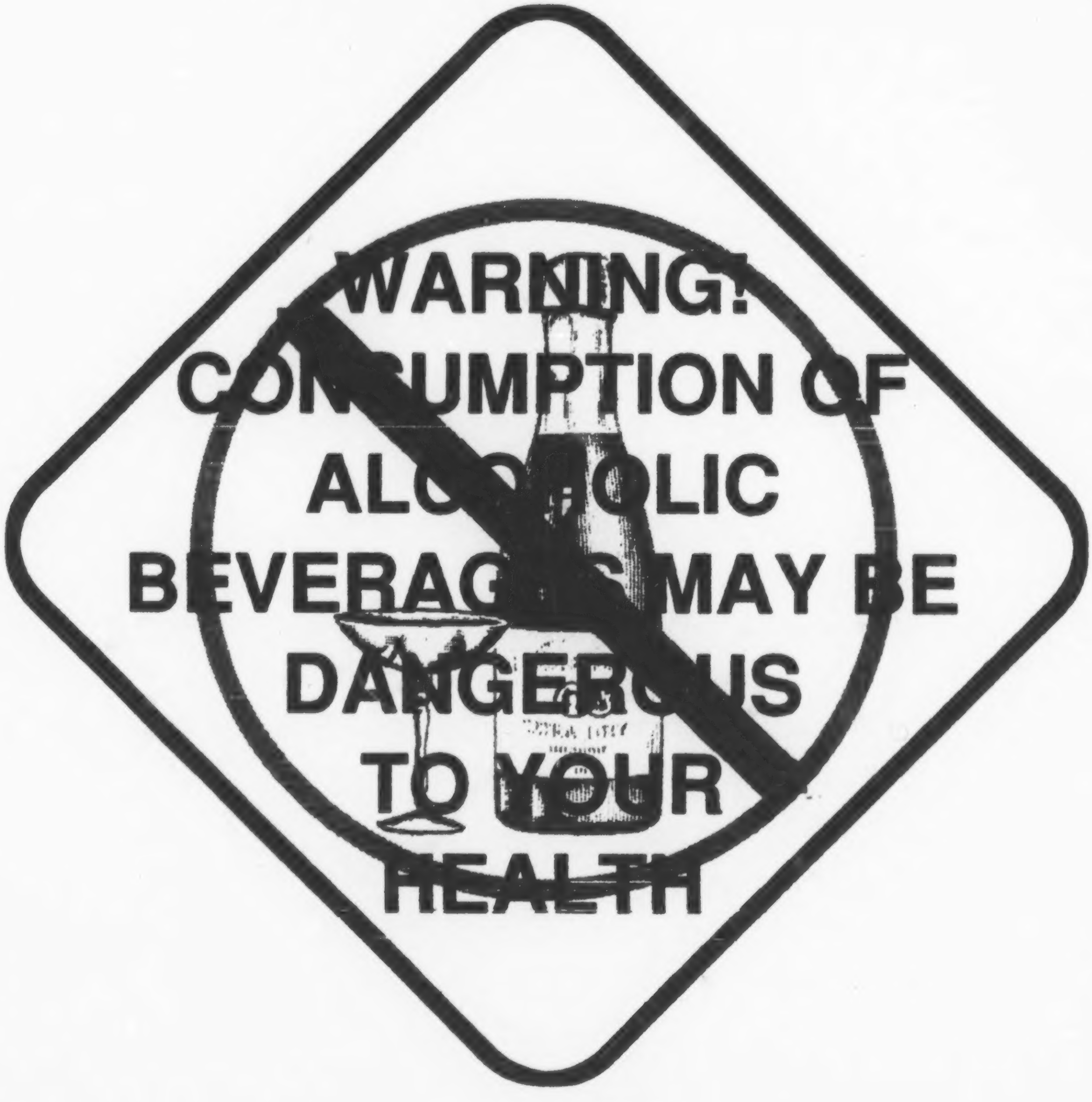
b. Peer pressure for drinking alcoholic beverages can be tough as a teenager.

c. As an adult, if you choose to drink alcoholic beverages, it is important to always do so in moderation and that you not drive after you have had a drink.

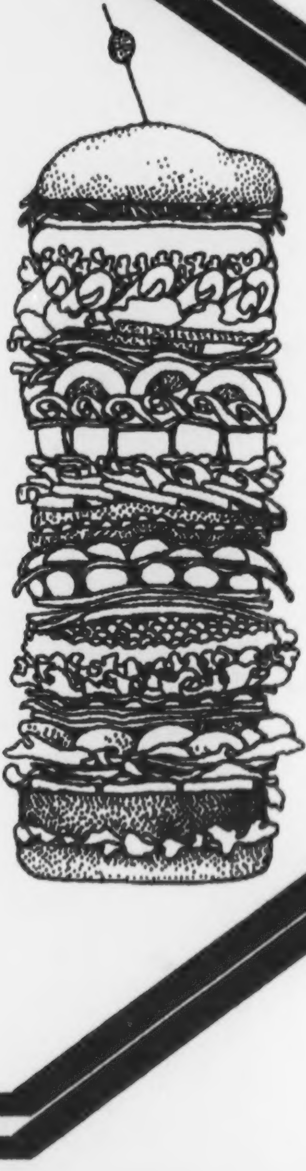
DISCUSSION GUIDE FOR DIETARY GUIDELINES - PAGE 7

d. Alcoholic beverages are high in calories and low in nutrients; therefore, heavy drinkers frequently develop nutritional deficiencies.

e. Consumption of alcoholic beverages by pregnant women may cause birth defects or other problems during pregnancy.


WARNING!
CONSUMPTION OF ALCOHOLIC BEVERAGES MAY BE DANGEROUS TO YOUR HEALTH

EAT A VARIETY OF FOODS

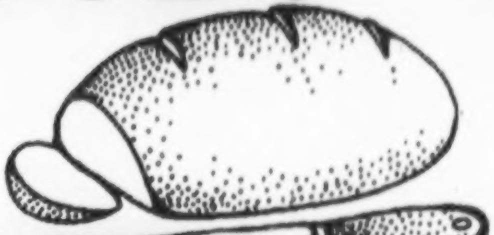


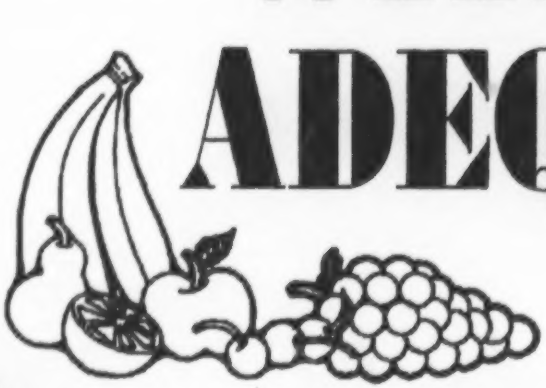
MAINTAIN HEALTHY WEIGHT

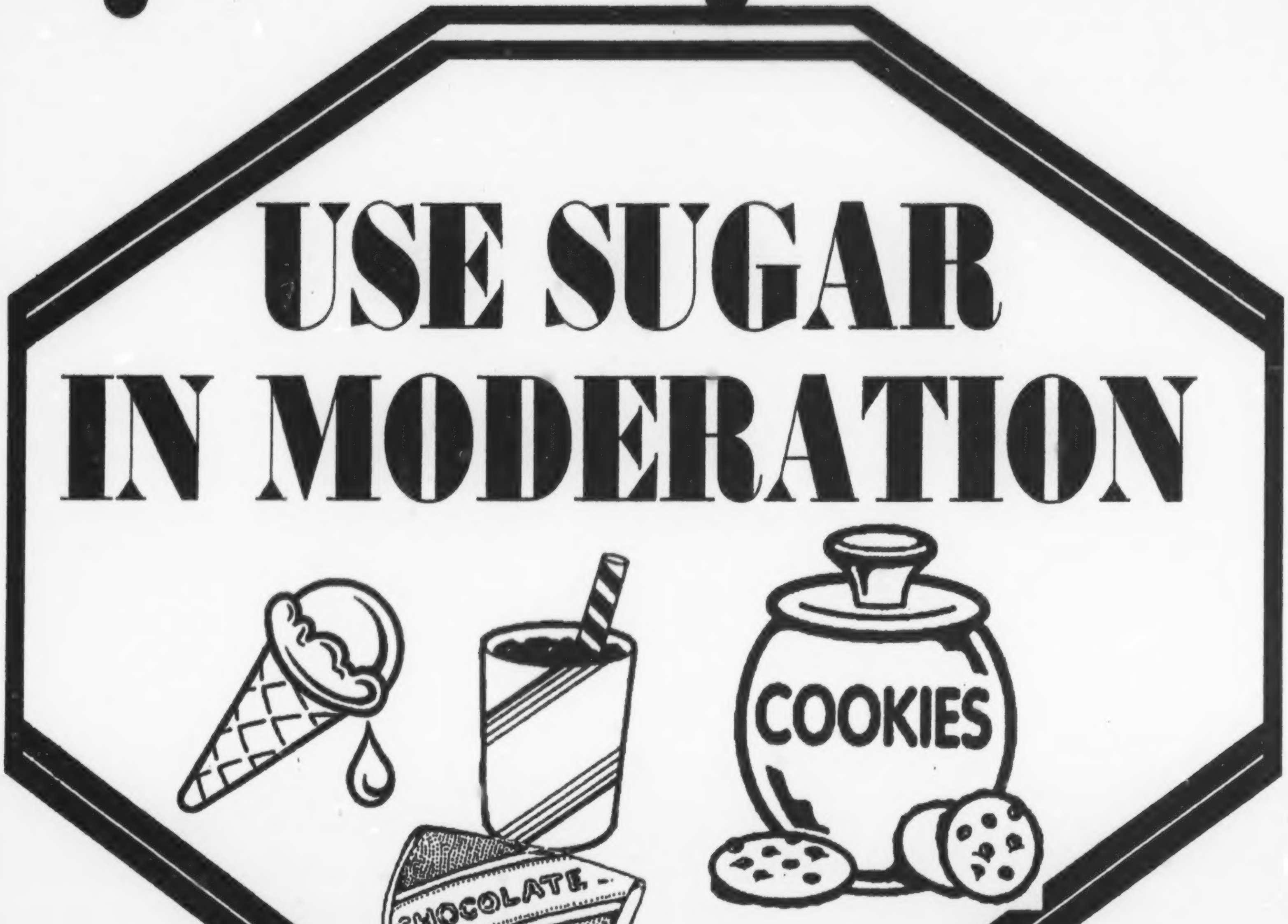
CHOOSE A DIET LOW IN FAT

**SATURATED,
UNSATURATED,
AND/OR
CHOLESTEROL**

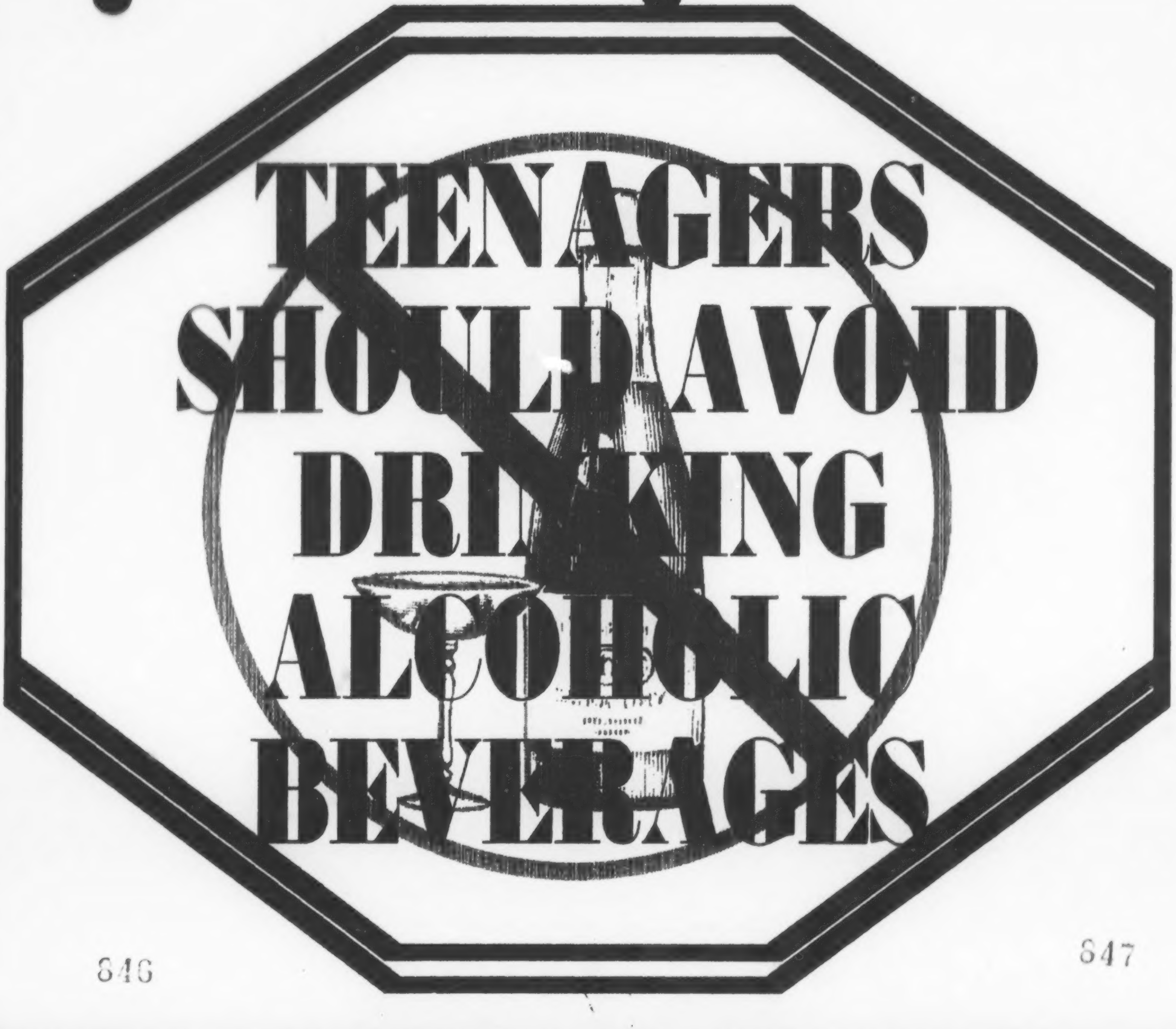
EAT FOODS WITH ADEQUATE STARCH AND FIBER






USE SUGAR
IN MODERATION
CHOCOLATE
COOKIES

USE SODIUM (SALT) IN MODERATION


TEENAGERS
SHOULD AVOID
DRINKING
ALCOHOLIC
BEVERAGES

VARIETY

A WIDE SELECTION

HEALTHY WEIGHT

A REASONABLE WEIGHT FOR A PERSON'S HEIGHT & BONE STRUCTURE

SATURATED FAT

FATS WHICH ARE SOLID AT ROOM TEMPERATURE; USUALLY OF ANIMAL ORIGIN

POLY-
UNSATURATED
FAT

FATS WHICH ARE IN A LIQUID STATE AT ROOM TEMPERATURE; USUALLY OF VEGETABLE ORIGIN

CHOLESTEROL

A FAT-LIKE SUBSTANCE FOUND IN LARGE AMOUNTS IN SOME FATS

FIBER

A FOOD COMPONENT WHICH HAS NO NUTRIENTS, BUT IS AN AID TO DIGESTION

STARCH

ONE FORM OF CARBOHYDRATES; A GRAIN OR GRAIN PRODUCT

SODIUM

(SODIUM CHLORIDE)

THE SCIENTIFIC TERM FOR TABLE SALT

MODERATION

AVOIDING EXCESS OR EXTREMES

SIX BASIC NUTRIENTS
TEACHER BACKGROUND INFORMATION

The six nutrients needed by our bodies are:

1. CARBOHYDRATES	2. PROTEINS	3. VITAMINS
4. FATS	5. MINERALS	6. WATER

Carbohydrates mainly supply energy. Some examples of carbohydrate sources are potatoes, bread, and spaghetti. There are three different kinds of carbohydrates: sugar, starch, and fiber. Carbohydrates are also categorized into simple or complex groups.

Fats supply two times more energy per gram than carbohydrates. Energy is fuel for our bodies. Fats carry important vitamins to our body. Some foods that have high amounts of fat in them are cheese, French fries, and whole milk.

Protein is in almost everything in our body. Protein is used to build cells and repair cells.
We need more protein when we are growing. Some examples of foods high in protein are meats, nuts, and milk products.

Vitamins help make things happen in the body. Vitamins are only needed in small amounts. There are only 13 different vitamins.

The fat soluble vitamins are A, D, E, and K. Fat soluble vitamins are stored in our body. Vitamin A is found in carrots and dark green vegetables. Vitamin D is primarily from the sun, and large amounts of vitamin K are found in dark green, leafy vegetables, such as artichokes, and gelatin. Vitamin E is found mainly in plant materials. The richest sources are vegetable oils (such as wheat germ oil and cottonseed oil), leafy-green plants and vegetables, and whole-grain cereals.

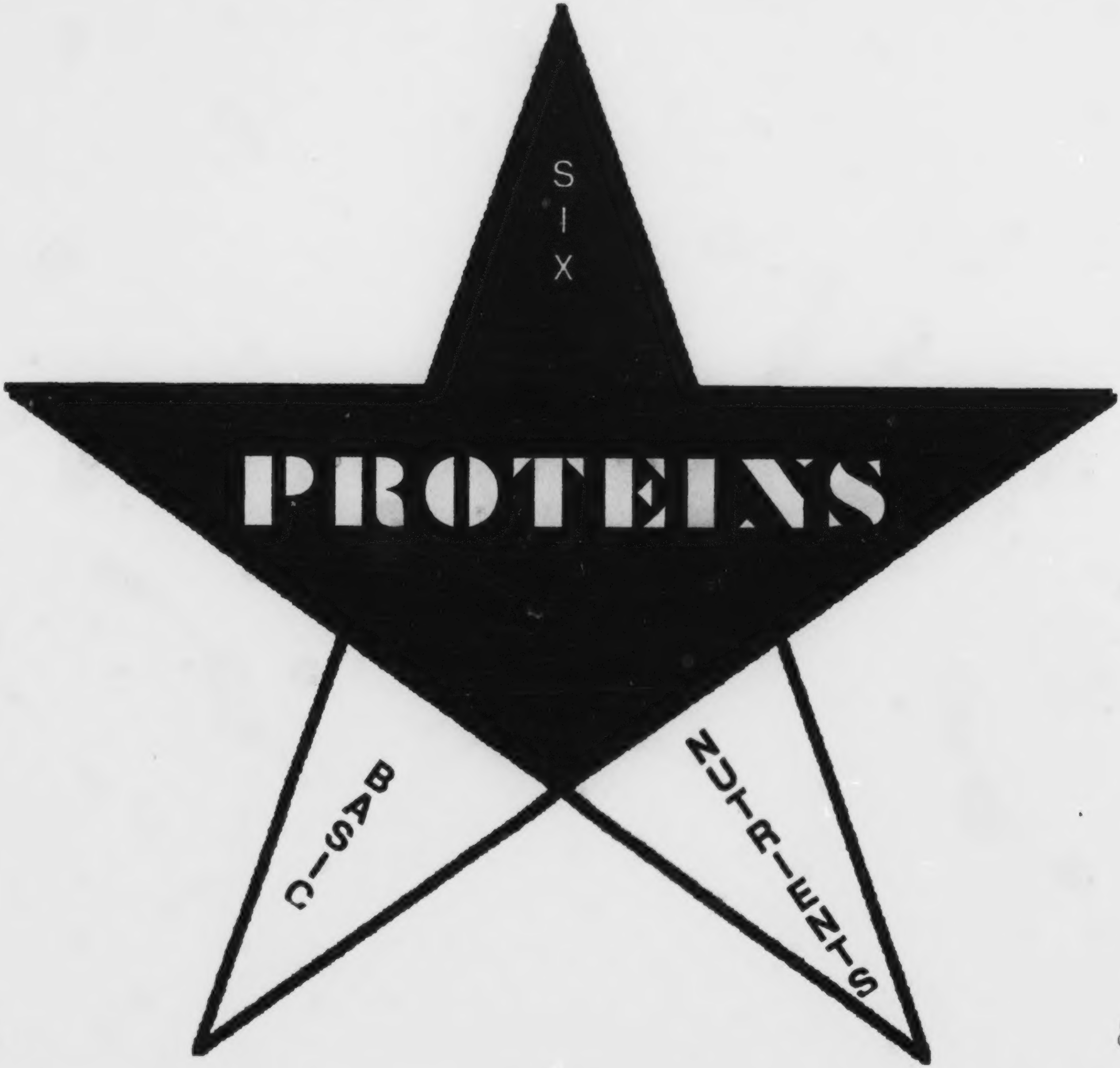
Water soluble vitamins are not stored in our body, so we need to eat them every day. The water soluble vitamins are C, and B Group. Vitamin C is found in citrus fruits and leafy vegetables. The "B" vitamins are found in whole grains and dried beans.

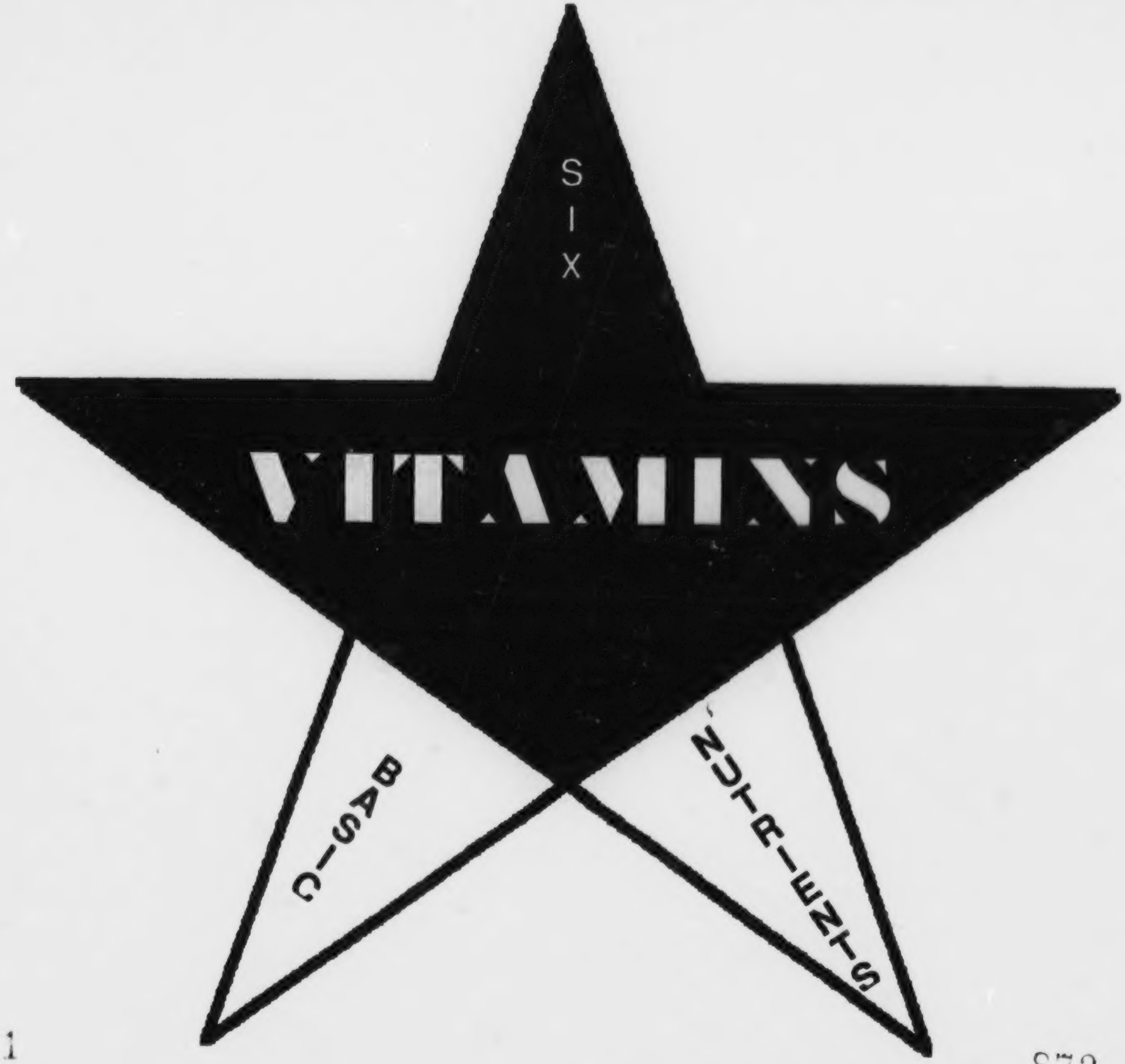
The fifth nutrient mentioned in the video is minerals. Minerals are necessary to regulate the body processes. Some examples of minerals are calcium, iron, and phosphorus.

The sixth nutrient mentioned in the video is water. Water is the most important nutrient of all. Without water, and lots of it, our bodies cannot continue to function in a healthy manner.

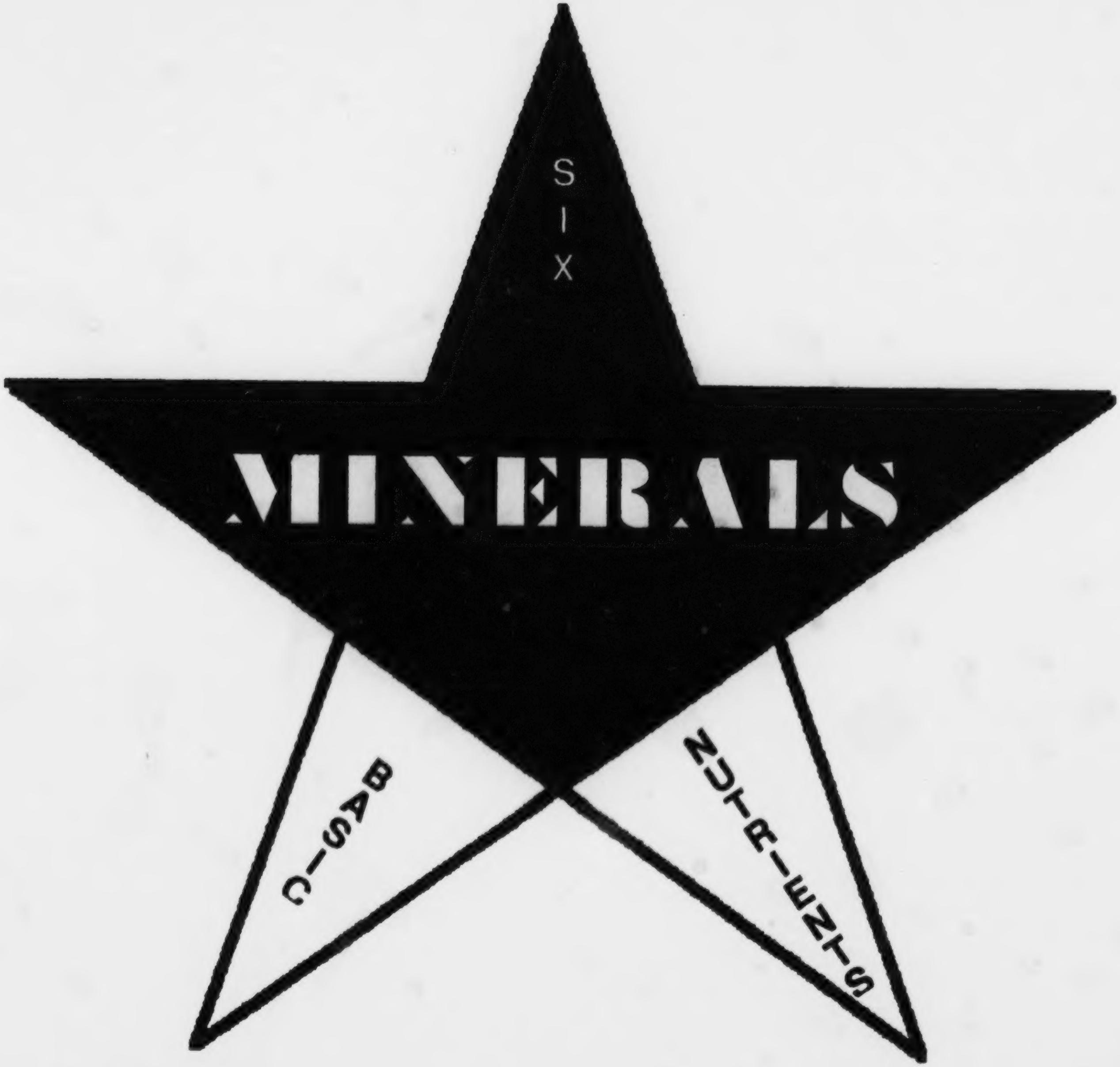
SIX
BASIC
NUTRIENTS

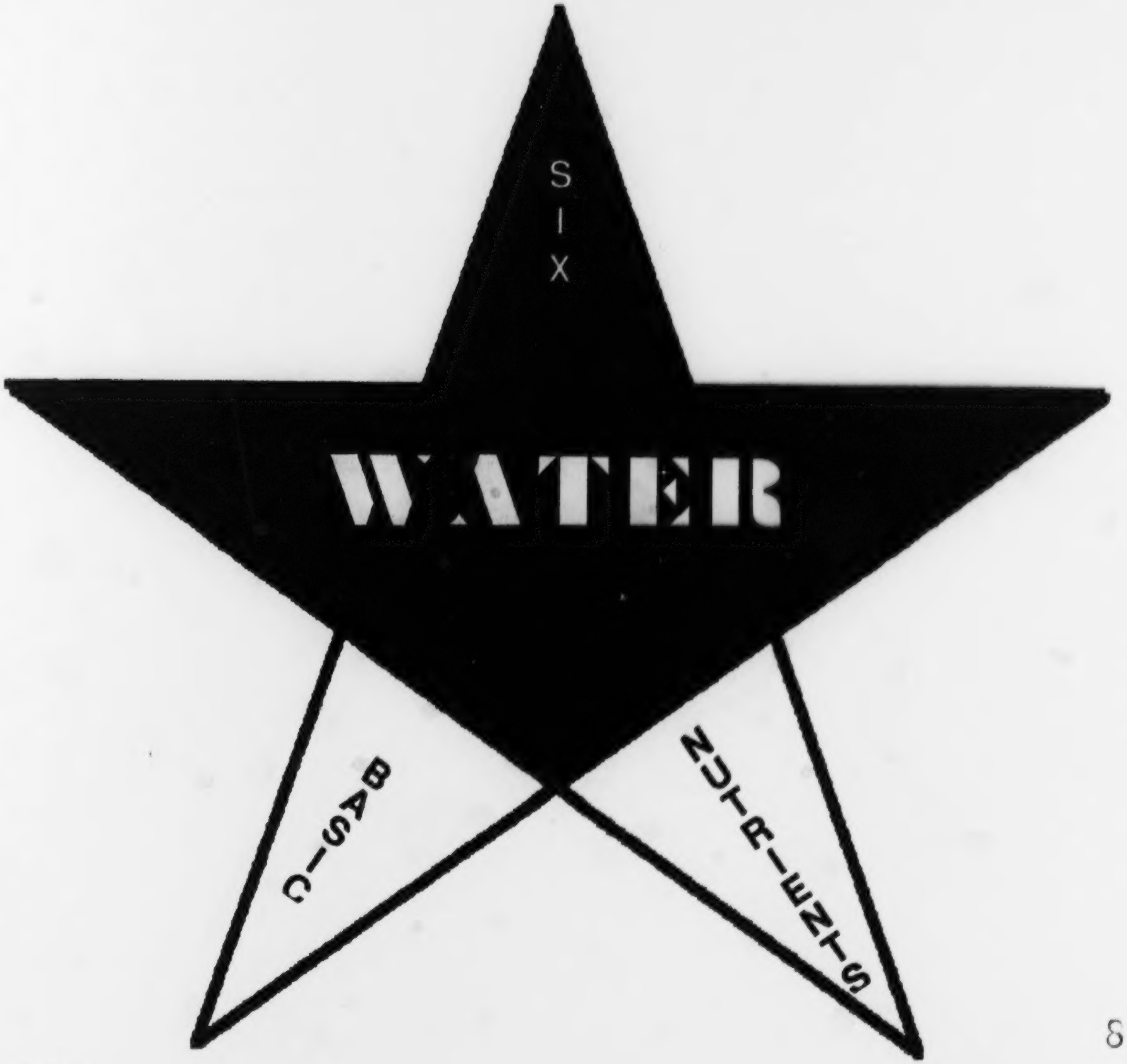
CARBOHYDRATES


SIX
PROTEINS
BASIC
NUTRIENTS


SIX
VITAMINS
BASIC
NUTRIENTS

SIX
FATS
BASIC
NUTRIENTS


SIX
MINERALS
BASIC
NUTRIENTS

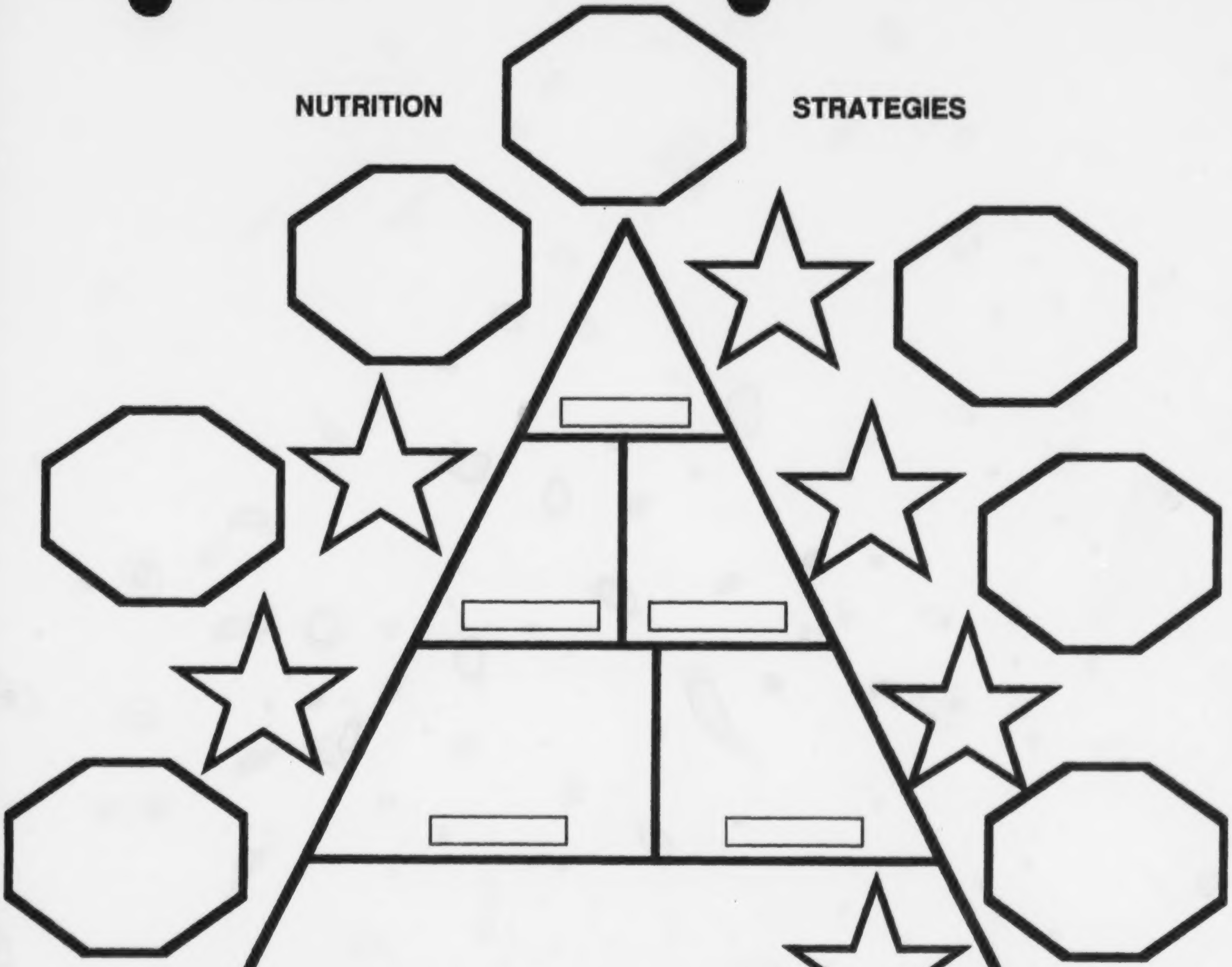

SIX
WATER
BASIC
NUTRIENTS

TOPIC #17: Nutrition Strategies

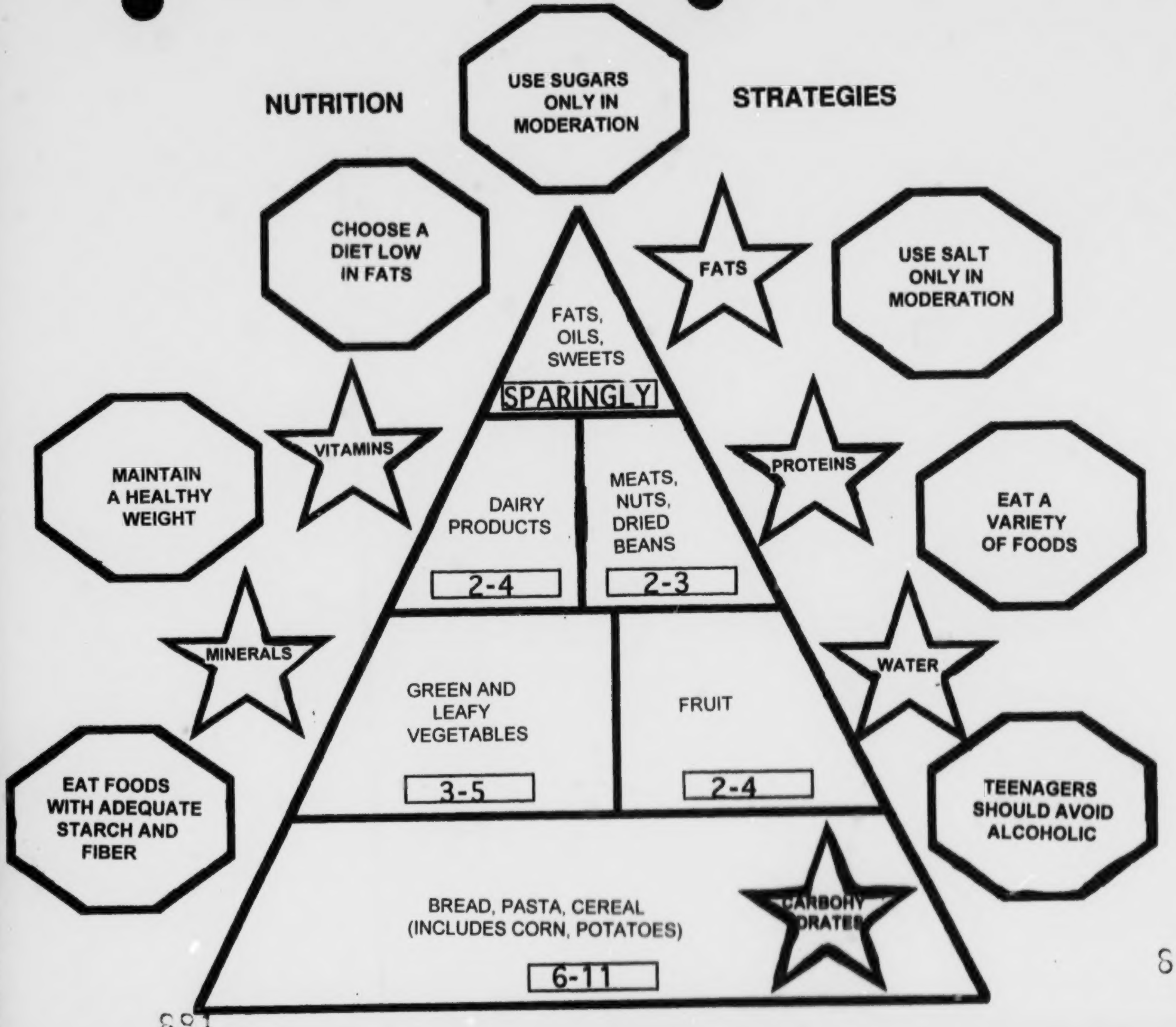
Student Activity Guide

Name ________ Date ________ Period ________ Score ________

NUTRITION STRATEGIES



NUTRITION STRATEGIES


USE SUGARS ONLY IN MODERATION
CHOOSE A DIET LOW IN FATS
FATS
USE SALT ONLY IN MODERATION
FATS, OILS, SWEETS
SPARINGLY
MAINTAIN A HEALTHY WEIGHT
VITAMINS
DAIRY PRODUCTS
2-4
MEATS, NUTS, DRIED BEANS
2-3
PROTEINS
EAT A VARIETY OF FOODS
MINERALS
GREEN AND LEAFY VEGETABLES
3-5
FRUIT
2-4
WATER
EAT FOODS WITH ADEQUATE STARCH AND FIBER
TEENAGERS SHOULD AVOID ALCOHOLIC
BREAD, PASTA, CEREAL (INCLUDES CORN, POTATOES)
6-11
CARBOHYDRATES

Name ____________________ Date ______________ Period ______ Score ______

PYRAMID PIZZAZZ

Directions: Keep track of what you eat for three (3) days. Choose items from all of the food groups every day. Tally your results below to determine your average number of servings.

DAY 1	DAY 2	DAY 3
Breakfast ____________	Breakfast ____________	Breakfast ____________
____________	____________	____________
____________	____________	____________
Lunch ____________	Lunch ____________	Lunch ____________
____________	____________	____________
____________	____________	____________
____________	____________	____________
Dinner ____________	Dinner ____________	Dinner ____________
____________	____________	____________
____________	____________	____________
____________	____________	____________
Snacks ____________	Snacks ____________	Snacks ____________
____________	____________	____________
____________	____________	____________

Shade in one box for each serving you eat. The boxes indicate how many servings are recommended. Draw in extra boxes for extra servings you eat in a category.

Fats • Oils • Sweets
(Use sparingly)
Day 1 ☐☐ _ _ _ _ _ _ _ _ My
Day 2 ☐☐ _ _ _ _ _ _ _ _ Daily
Day 3 ☐☐ _ _ _ _ _ _ _ _ Average____

Meat • Dry Beans • Eggs • Nuts
(2 - 3 Servings)
Day 1 ☐☐☐ _ _ _ _ _ _ _ My
Day 2 ☐☐☐ _ _ _ _ _ _ _ Daily
Day 3 ☐☐☐ _ _ _ _ _ _ _ Average____

Milk • Yogurt • Cheese
(2 - 4 Servings)
Day 1 ☐☐☐☐ _ _ _ _ _ _ My
Day 2 ☐☐☐☐ _ _ _ _ _ _ Daily
Day 3 ☐☐☐☐ _ _ _ _ _ _ Average____

Fruit
(2 - 4 Servings)
Day 1 ☐☐☐☐ _ _ _ _ _ _ My
Day 2 ☐☐☐☐ _ _ _ _ _ _ Daily
Day 3 ☐☐☐☐ _ _ _ _ _ _ Average____

Vegetables
(3 - 5 Servings)
Day 1 ☐☐☐☐☐ _ _ _ _ My
Day 2 ☐☐☐☐☐ _ _ _ _ Daily
Day 3 ☐☐☐☐☐ _ _ _ _ Average____

Cereal • Pasta • Bread • Rice • Potatoes
(6 - 11 Servings)
Day 1 ☐☐☐☐☐☐☐☐☐☐☐ My
Day 2 ☐☐☐☐☐☐☐☐☐☐☐ Daily
Day 3 ☐☐☐☐☐☐☐☐☐☐☐ Average____

NAMES: ____________________ ____________________ ____________________

____________________ ____________________ ____________________

NUTRITIOUS MEAL LAB EXPERIENCE
RAMEN NOODLE STIR FRY

INGREDIENTS:
1 C. Chopped broccoli
1 C. Chopped cauliflower
1 Carrot sliced thin
2 Pkg. Chicken flavored ramen noodles (with seasoning packets)
Nonstick vegetable spray
2-3 T. Soy sauce (optional)
1 2/3 C. Water

DIRECTIONS:

1. Wash broccoli and cauliflower. Cut into small bite-size pieces.
2. Peel and slice carrot real thin.
3. Before opening the ramen packets, crush packet and break up the noodles. Pour noodles into a bowl and set aside.
4. Spray frying pan with nonstick vegetable spray.
5. Place frying pan on burner with medium heat for 30 seconds. Add vegetables to pan.
6. Stir fry the vegetables (with a wooden spoon) for about one (1) minute.
7. Stir in the broken noodles, contents of the seasoning packets, and the water.
8. Bring mixture to a boil. Lower heat to medium low and simmer with the lid on for 3-5 minutes or until most of the liquid has been absorbed. Stir twice during cooking.
9. Serve. Add soy sauce if desired. Makes 4-6 servings

Before you begin, turn this paper over and complete the lab planning sheet. Assign at least one preparation duty and one cleanup duty to each member of your group. Put the name of the student who is responsible for each task on the line in front of that task.

When you have completed your lab work as outlined on the back of this paper, fill in this section for evaluation.

GRADING: (10=Excellent, 1=Needs Improvement)	Student Rating	Teacher Rating
Lab area is clean	________	________
Directions were followed	________	________
Lab was completed on time	________	________
Overall rating of product	________	________
Group members worked well together	________	________
TOTAL	________	________

LAB PLANNING SHEET: "RAMEN NOODLE STIR FRY" - PAGE 2

______________ 1. Get the supplies from the supply table.

______________ 2. Wash broccoli and cauliflower. Cut into small bite-size pieces. Measure 1 cup of broccoli and 1 cup of cauliflower.

______________ 3. Peel carrot and slice real thin.

______________ 4. Before opening the ramen packet, crush packet and break up the noodles. Pour noodles into a bowl and set aside.

______________ 5. Spray frying pan with nonstick vegetable spray.

______________ 6. Place frying pan on burner with medium heat for 30 seconds. Pour vegetables into frying pan.

______________ 7. Stir fry the vegetables (with wooden spoon) for about one (1) minute.

______________ 8. Add the broken noodles, contents of the seasoning packet, and water. Stir until mixed.

______________ 9. Bring mixture to a boil. Lower heat to medium-low; simmer with the lid on for 3-5 minutes or until noodles are soft and most of the liquid has been absorbed. Stir twice during cooking.

______________ 10. Fill one sink with hot, soapy water and the other sink with hot rinse water. Set the dish drain next to the edge of the rinse sink.

EVERYBODY! 11. Serve your stir fry to everyone in your unit. Sit together at your table and enjoy the food! Let the teacher see your finished food product.

______________ 12. Wash the dishes in hot, soapy water. Rinse them in the hot water and place in the dish drainer.

______________ 13. Dry the dishes and put away in their correct places.

______________ 14. Wash and dry the frying pan. Dry dish drainer and put away.

______________ 15. Empty your dishwater and rinsewater.

______________ 16. Wipe the range, table, and counter tops. Dry the sinks and polish the faucets with the dish towel.

______________ 17. Put the dirty linens in the laundry area.

______________ 18. Sweep the floor or vacuum the carpet.

EVERYBODY! 19. Put your aprons away!

Name ____________________ Date _____________ Period ______ Score ______

NUTRITIVE EVALUATION OF STIR FRY

1. Which food groups on the pyramid are included in this recipe?

    1. Fats, oils, sweets
    2. Dairy products
    3. Meat
    4. Green and leafy vegetables
    5. Fruit
    6. Bread, pasta, and cereal

2. Which dietary guidelines are followed in this recipe?

    1. Eat a variety of foods.
    2. Maintain a healthy weight.
    3. Choose a diet low in fat, saturated fat, and cholesterol.
    4. Choose a diet with plenty of vegetables, fruits, and grain products.
    5. Use sugars only in moderation.
    6. Use salt and sodium only in moderation.
    7. Teenagers should avoid using alcoholic beverages.

3. Which of the six basic nutrients can be found in this recipe?

    1. Fats
    2. Proteins
    3. Minerals
    4. Vitamins
    5. Carbohydrates
    6. Water

4. On a scale of 1 to 10 (ten being the healthiest), how healthy would you rate this meal to be? _____________

A QUICK PLAN FOR EVALUATING YOUR DIET

1. Write down everything you eat.
2. Determine the fat grams in the foods you are eating and compare the number with what you need.
3. Determine how many servings from each of the food groups you ate.
4. Decide what changes can be made to improve your diet.

RECIPE #1: BUTTERED-SALTED POPCORN

EQUIPMENT NEEDED:	Large mixing bowl Small pan for melting margarine Large spoon Measuring cup
SUPPLIES NEEDED:	5-6 cups popped popcorn (36 grams) 1/4 cup margarine (56 grams) 1/2 to 1 tsp. salt (1 gram) (according to taste)

INSTRUCTIONS:

1. Take your large mixing bowl to the supply table and get 5-6 cups of popped popcorn.
2. Melt 1/4 cup margarine.
3. Pour melted margarine over popcorn.
4. Toss to coat.
5. Sprinkle with 1/2 to 1 tsp. salt, according to taste.

NUTRITIONAL INFORMATION:	PLAIN POPCORN	THIS RECIPE
Amount	1 cup	1 cup
Calories	25	95
Protein	1 gram	1 gram
Fats	Trace	8 grams
Carbohydrates	5 grams	5 grams
Sodium	Trace	153 mg

Before you begin, turn this paper over and complete the lab planning sheet. Assign at least one preparation duty and one cleanup duty to each member of your group. Put the name of the student who is responsible for each task on the line in front of that task.

When you have completed your lab work as outlined on the back of this paper, fill in this section for evaluation.

GRADING: (10=Excellent, 1=Needs Improvement)	Student Rating	Teacher Rating
Lab area is clean		
Directions were followed		
Lab was completed on time		
Overall rating of product		
Group members worked well together		
TOTAL		

RECIPE #2: SALT-FREE BUTTERED POPCORN

EQUIPMENT NEEDED:	Large mixing bowl Small pan for melting margarine Large spoon Measuring cup
SUPPLIES NEEDED:	5-6 cups popped popcorn (36 grams) 3 Tbsp. margarine (42 grams) 1/2-1 tsp. salt substitute (1 gram) (according to your taste)

INSTRUCTIONS:

1. Take your large mixing bowl to the supply table and get 5-6 cups of popped popcorn.
2. Melt 3 Tbsp. margarine.
3. Pour the melted margarine over the popcorn.
4. Toss to coat.
5. Sprinkle with 1/2-1 tsp. salt substitute.

NUTRITIONAL INFORMATION:	PLAIN POPCORN	THIS RECIPE
Amount	1 cup	1 cup
Calories	25	75
Protein	1 gram	1 gram
Fats	Trace	6 grams
Carbohydrates	5 grams	5 grams
Sodium	Trace	68 mg

Before you begin, turn this paper over and complete the lab planning sheet. Assign at least one preparation duty and one cleanup duty to each member of your group. Put the name of the student who is responsible for each task on the line in front of that task.

When you have completed your lab work as outlined on the back of this paper, fill in this section for evaluation.

GRADING: (10=Excellent, 1=Needs Improvement)	Student Rating	Teacher Rating
Lab area is clean	________	________
Directions were followed	________	________
Lab was completed on time	________	________
Overall rating of product	________	________
Group members worked well together	________	________
TOTAL	________	________

RECIPE #3: CARAMEL CORN

EQUIPMENT NEEDED:
- Large mixing bowl
- Heavy saucepan
- Rubber spatula
- Wooden spoon
- Measuring cups
- Cookie sheet

SUPPLIES NEEDED:
5-6 cups popped popcorn (36 grams)
1/4 cup margarine (56 grams)
1 cup brown sugar (220 grams)
1/4 cup dark corn syrup (84 grams)
1/2 t. baking soda

INSTRUCTIONS:
1. Take your large mixing bowl to the supply table and get 5-6 cups of popped popcorn.
2. In a large heavy saucepan combine brown sugar, dark corn syrup, and margarine.
3. Cook until margarine is melted and mixture is boiling.
4. Boil for one minute.
5. Add soda and stir quickly.
6. Pour the hot syrup over the popped corn.
7. Toss lightly to cover the popcorn with the syrup.
8. Pour the caramel popcorn onto a greased cookie sheet.
9. When cool, separate into chunks.

NUTRITIONAL INFORMATION:	PLAIN POPCORN	THIS RECIPE
Amount	1 cup	1 cup
Calories	25	270
Protein	1 gram	1 gram
Fats	Trace	8 grams
Carbohydrates	5 grams	51 grams
Sodium	Trace	112 mg

Before you begin, turn this paper over and complete the lab planning sheet. Assign at least one preparation duty and one cleanup duty to each member of your group. Put the name of the student who is responsible for each task on the line in front of that task.

When you have completed your lab work as outlined on the back of this paper, fill in this section for evaluation.

GRADING: (10=Excellent, 1=Needs Improvement)	Student Rating	Teacher Rating
Lab area is clean	________	________
Directions were followed	________	________
Lab was completed on time	________	________
Overall rating of product	________	________
Group members worked well together	________	________
TOTAL	________	________

RECIPE #4: CHEDDAR CHEESE POPCORN

EQUIPMENT NEEDED:
Large mixing bowl
Wooden spoon
Measuring cups
Measuring spoons
Cheese grater
9" x 13" cake pan

SUPPLIES NEEDED:
5-6 cups popped popcorn (36 grams)
2 Tbsp. margarine (28 grams)
2/3 cup cheddar cheese (84 grams)
1/4 tsp. salt (.5 gram)

INSTRUCTIONS:

1. Take the large mixing bowl to the supply table and get 5-6 cups of popped popcorn.
2. Preheat oven to 425 degrees F.
3. Lightly grease a 9" x 13" pan.
4. Shred cheese to make 2/3 cup of finely shredded cheese.
5. Melt 2 Tbsp. margarine.
6. Place popped corn in greased pan.
7. Pour melted margarine over popcorn and toss to coat evenly.
8. Sprinkle 1/4 tsp. salt and 2/3 cup shredded cheese over popcorn.
9. Bake 3-5 minutes, stirring twice, to melt cheese.
10. Remove from oven and stir to break apart.

NUTRITIONAL INFORMATION:	PLAIN POPCORN	THIS RECIPE
Amount	1 cup	1 cup
Calories	25	115
Protein	1 gram	4 grams
Fats	Trace	8.5 grams
Carbohydrates	5 grams	5.5 grams
Sodium	Trace	180 mg

Before you begin, turn this paper over and complete the lab planning sheet. Assign at least one preparation duty and one cleanup duty to each member of your group. Put the name of the student who is responsible for each task on the line in front of that task.

When you have completed your lab work as outlined on the back of this paper, fill in this section for evaluation.

GRADING: (10=Excellent, 1=Needs Improvement)	Student Rating	Teacher Rating
Lab area is clean	______	______
Directions were followed	______	______
Lab was completed on time	______	______
Overall rating of product	______	______
Group members worked well together	______	______
TOTAL	______	______

RECIPE #5: BARBECUE POPCORN

EQUIPMENT NEEDED:
- Large mixing bowl
- Wooden spoon
- Measuring cup
- Measuring spoons
- Small pan for melting butter
- Shaker

SUPPLIES NEEDED:
5-6 cups popped popcorn (36 grams)
1/4 tsp. onion powder (.5 gram)
1/4 tsp. chili powder (.25 gram)
1/4 tsp. lemon pepper (.25 gram)
dash garlic powder (.25 gram)
dash dry mustard (.12 gram)
dash paprika (.12 gram)
dash salt (.12 gram)
2 Tbsp. margarine (28 grams)

INSTRUCTIONS:

1. Take your large mixing bowl to the supply table and get 5-6 cups of popped popcorn.
2. Mix in shaker:
   - 1/4 tsp. onion powder
   - 1/4 tsp. chili powder
   - 1/4 tsp. lemon pepper
   - dash dry mustard
   - dash paprika
   - dash salt
   - dash garlic powder
3. Melt 2 Tbsp. margarine.
4. Pour melted margarine over popcorn and toss to coat evenly.
5. Sprinkle spice mixture over popcorn. Mix well.

NUTRITIONAL INFORMATION:	PLAIN POPCORN	THIS RECIPE
Amount	1 cup	1 cup
Calories	25	59
Protein	1 gram	1 gram
Fats	Trace	4 grams
Carbohydrates	5 grams	5 grams
Sodium	Trace	52 mg

Before you begin, turn this paper over and complete the lab planning sheet. Assign at least one preparation duty and one cleanup duty to each member of your group. Put the name of the student who is responsible for each task on the line in front of that task.

When you have completed your lab work as outlined on the back of this paper, fill in this section for evaluation.

GRADING: (10=Excellent, 1=Needs Improvement)	Student Rating	Teacher Rating
Lab area is clean	______	______
Directions were followed	______	______
Lab was completed on time	______	______
Overall rating of product	______	______
Group members worked well together	______	______
TOTAL	______	______

RECIPE #6: YUMMY POPCORN

EQUIPMENT NEEDED:

Large mixing bowl	Measuring cup
Small mixing bowl	Measuring spoons
Rubber spatula	Large cookie sheet

SUPPLIES NEEDED:

5-6 cups popped popcorn	(36 grams)
1 cup butterscotch bits	(148 grams)
3 Tbsp. peanut butter	(48 grams)
1/2 cup white corn syrup	(268 grams)

INSTRUCTIONS:

1. Take your large mixing bowl to the supply table and get 5-6 cups of popped popcorn.
2. Spray a large cookie sheet with nonstick vegetable spray.
3. Place the following ingredients in a glass mixing bowl:
   1 cup butterscotch bits
   1/2 cup white corn syrup
   3 Tbsp. peanut butter
4. Microwave for 3 minutes on full power.
5. Pour the mixture over 5-6 cups popped corn.
6. Mix until well covered.
7. Spread onto a greased cookie sheet.

NUTRITIONAL INFORMATION:	PLAIN POPCORN	THIS RECIPE
Amount	1 cup	1 cup
Calories	25	324
Protein	1 gram	4 grams
Fats	Trace	9.5 grams
Carbohydrates	5 grams	58 grams
Sodium	Trace	73 mg

Before you begin, turn this paper over and complete the lab planning sheet. Assign at least one preparation duty and one cleanup duty to each member of your group. Put the name of the student who is responsible for each task on the line in front of that task.

When you have completed your lab work as outlined on the back of this paper, fill in this section for evaluation.

GRADING: (10=Excellent, 1=Needs Improvement)	Student Rating	Teacher Rating
Lab area is clean	________	________
Directions were followed	________	________
Lab was completed on time	________	________
Overall rating of product	________	________
Group members worked well together	________	________
TOTAL	________	________

NAMES: ______________ ______________ ______________

______________ ______________ ______________

______________ 1. Get the supplies from the supply table.

______________ 2. Do step #2 of your recipe instructions.

______________ 3. Do step #3 of your recipe instructions.

______________ 4. Do step #4 of your recipe instructions.

______________ 5. Do step #5 of your recipe instructions.

______________ 6. Do step #6 of your recipe instructions, if applicable.

______________ 7. Do step #7 of your recipe instructions, if applicable.

______________ 8. Do step #8 of your recipe instructions, if applicable.

______________ 9. Do step #9 of your recipe instructions, if applicable.

______________ 10. Do step #10 of your recipe instructions, if applicable.

______________ 11. Fill one sink with hot, soapy water and the other sink with hot rinse water. Set the dish drain next to the edge of the rinse sink.

EVERYBODY! 12. Serve your popcorn to everyone in your unit. Sit together at your table and enjoy the food! Let the teacher see your finished food product.

______________ 13. Wash the dishes in hot, soapy water. Rinse them in the hot water and place in the dish drainer.

______________ 14. Dry the dishes and put away in their correct places.

______________ 15. Dry dish drainer and put away.

______________ 16. Empty your dishwater and rinsewater.

______________ 17. Wipe the range, table, and counter tops. Dry the sinks and polish the faucets with the dish towel.

______________ 18. Put the dirty linens in the laundry area.

______________ 19. Sweep the floor or vacuum the carpet.

EVERYBODY! 20. Put your aprons away!

NUTRITIVE VALUES OF POPCORN

TYPE	AMOUNT	CALORIES	PROTEIN	FATS	CARB'S	SODIUM
Plain	1 cup	25	1 g	tr.	5 g	tr.
Buttered/ Salted	1 cup	95	1 g	8 g	5 g	153 mg
Buttered/ Unsalted	1 cup	75	1 g	6 g	5 g	68 mg
Caramel	1 cup	270	1 g	8 g	51 g	112 mg
Cheddar Cheese	1 cup	115	4 g	8.5 g	5.5 g	180 mg
Barbecue	1 cup	59	1 g	4 g	5 g	52 mg
Yummy	1 cup	324	4 g	9.5 g	58 g	73 mg

Name ______________________ Period _______ Date ______________

HAVE IT YOUR WAY

Directions: Decide whether the methods of preparing popcorn are helpful (+) or not so helpful (-) in meeting the dietary guidelines we have studied. Place a plus or minus in each of the boxes below.

VARIETY	MAINTAIN HEALTHY WEIGHT	AVOID FATS	STARCH AND FIBER	AVOID SUGAR	AVOID SALT
PLAIN					
SALTED AND BUTTERED					
UNSALTED AND BUTTERED					
CARAMEL					
CHEESY					
BARBECUE					
YUMMY					

1. How would you fix popcorn if you were concerned about your weight?

____

2. If someone in your family needs to eat less sugar, how might they like a popcorn snack prepared?

____

3. What does popcorn add to the diet? ______________________

Name ______________________ Period _______ Date ______________

HAVE IT YOUR WAY - TEACHER KEY

Directions: Decide whether the methods of preparing popcorn are helpful (+) or not so helpful (-) in meeting the dietary guidelines we have studied. Place a plus or minus in each of the boxes below.

VARIETY	MAINTAIN HEALTHY WEIGHT	AVOID FATS	STARCH AND FIBER	AVOID SUGAR	AVOID SALT
PLAIN	+	+	+	+	+
SALTED AND BUTTERED	+	-	+	+	-
UNSALTED AND BUTTERED	+	-	+	+	+
CARAMEL	-	-	+	-	-
CHEESY	+	-	+	+	-
BARBECUE	+	-	+	+	+
YUMMY	-	-	+	-	+

1. How would you fix your popcorn if you are concerned about your weight?

   Plain, Barbecue

2. If someone in your family needs to eat less sugar, how might they like a popcorn snack prepared?

   Buttered, Barbecue, Cheesy

3. What does popcorn add to the diet?

   Starch and Fiber

CAREER INFORMATION

FAMILY AND CONSUMER SCIENCES PROFESSIONAL:

A family and consumer sciences professional is a person who applies economic principles to the home and the family. The purpose of their work is to improve the quality of life for individuals and families. They focus on good consumer practices and often teach others how to gain consumer skills. Family and consumer sciences professionals work in businesses to aid and assist consumers, work in extension offices to assist the general public, and/or work as teachers. Many different types of family and consumer science professionals serve as nutritional consultants for various types of consumers since a large part of the work they do is public education and assistance.

To be a family and consumer sciences professional, a person must have a bachelor's degree in the family and consumer sciences. Many different types of jobs are available to family and consumer sciences professionals.

DIET COUNSELOR:

A diet counselor is a person who counsels people who are on some type of weight-loss program. They give advice, plan foods to be Included in the diet, provide direction for weight loss, and identify eating patterns and/or other causes for concern. They are trained to identify natural body reactions to various circumstances in life and how these circumstances affect what is happening in the body.

There are two basic types of diet counselors. The first one is a person who is employed by a particular diet center or program and who works with the clients who are on their weight-loss program. They do not need to have a college degree but do need to have had some nutrition training, and they are often provided on-the-job training on a regular basis. Both full- and/or part-time jobs are regularly available in this industry.

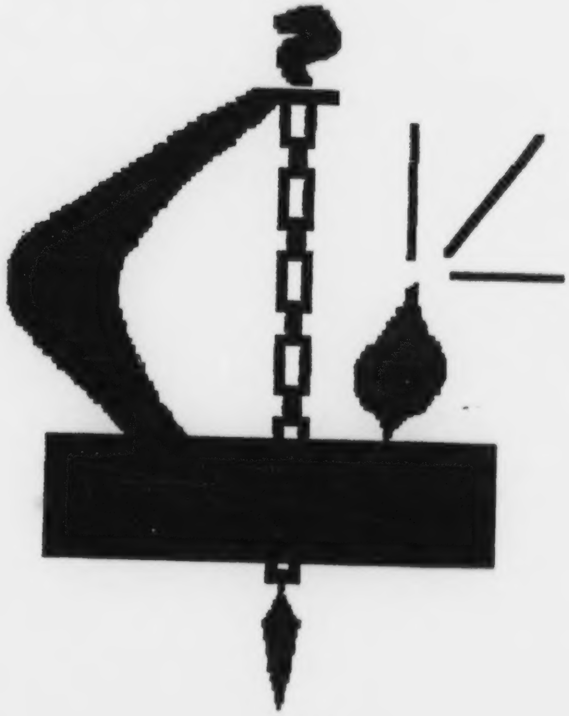
The second type of diet counselor is a person who has a nutrition degree and works for a hospital or other health care agency. They do similar kinds of work but on a more in-depth nature. Their salary ranges are significantly higher than for the diet counselors who may not have a degree. Also, they usually have benefits in addition to the salary.

CAREER INFORMATION

EXTENSION AGENT: Extension agents work for the U. S. Department of Agriculture and are generally assigned to work in a specific county in a state. They work with the public, teaching and advising on agricultural and/or family and consumer sciences matters. They also focus on good consumer practices and spend a great deal of time teaching others how to gain those skills. They work in many types of programs within the community, including schools, adult education, county fairs, etc. They give lots of presentations of many different topics.

Extension agents must be good presenters and willing to learn new techniques constantly. They must be up to date and accurate in the information they dispense. Their offices are usually provided by the county government in which they work. Their work is diverse and therefore seldom boring.

Extension agents must have a bachelor's degree in either family and consumer sciences or agricultural sciences. Many positions require a master's degree in a related field.



FAMILY AND CONSUMER SCIENCES PROFESSIONAL

EXTENSION AGENT

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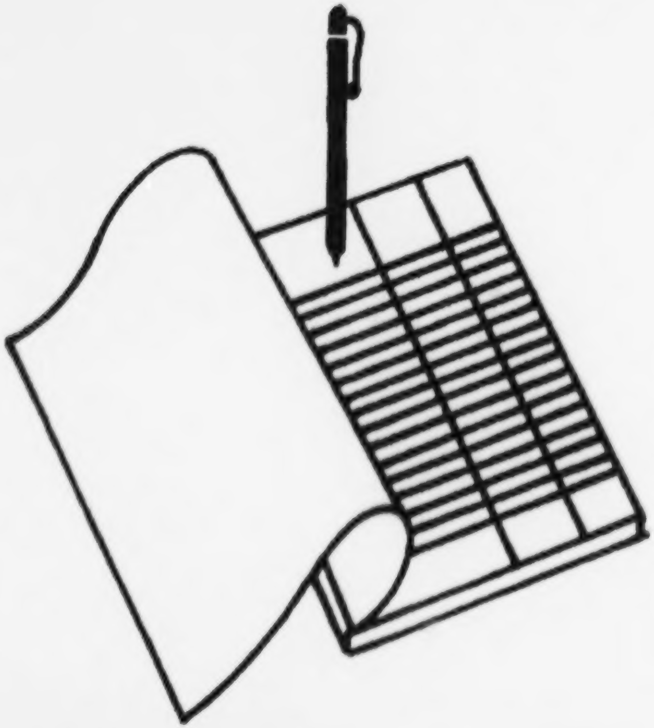
DIET COUNSELOR



FOODS AND NUTRITION

TOPIC #18: Restaurant Simulation ***TIME PERIOD:*** 4-6 Days

CORE STANDARD #4: Careers: The students will explore careers related to family and consumer sciences, identifying skills which are applicable for both the home and the school/workplace, and the impact of career choices on family lifestyles.

OBJECTIVE: Students will explore restaurant-related careers by participating in a restaurant simulation activity.

INDEPENDENT LIVING SKILLS (COMPETENCIES):

20.0001-0417	Identify careers related to food preparation and food service (specifically restaurant-related careers).
20.0001-0429	Identify qualities employers expect employees to possess.
20.0001-0430	Explore the various components of food service careers, including management skills, public relations, cashiering, tablesetting, dishwashing, and eating etiquette.

LIFE SKILLS:

* Lifelong Learning
* Complex Thinking
* Effective Communication
* Collaboration
* Responsible Citizenship
* Employability

RELATED CAREERS:	***OCCUPATIONAL CLUSTERS:***
Restaurant Manager	Business-Marketing/Management; Family/Consumer Sciences
Assistant Manager	Business-Marketing/Management; Family/Consumer Sciences
Short Order Cook	Technical/Crafts; Family and Consumer Sciences
Cook's Assistant	Technical/Crafts; Family and Consumer Sciences
Table Attendant	Technical/Crafts; Family and Consumer Sciences
Food Server	Business-Marketing/Sales; Family and Consumer Sciences
Cashier	Business-Info.Mgmt/Financial; Family/Consumer Sciences
Maitre d'/Host/Hostess	Business-Marketing/Sales; Family and Consumer Sciences

LIST OF STUDENT ACTIVITIES:	***SUPPLIES REQUIRED:***
DAY #1	
1. "Help Wanted" (Motivator)	Help Wanted poster (18.17) Copies of student activity guide (18.18)
◆ 2. Exploring Restaurant-Related Careers	Career information (18.19-18.21) Career posters (18.22-18.28)
3. Introduction to Restaurant Simulation Experience	Depends on teacher
DAY #2	
◆ 4. Restaurant Career Skills	Copies of student activity guide (18.29) for each student
A. Public Relations Activity	Copy of teacher resource (18.31)
B. Lunch Break Activity	Copy of teacher resources (18.32-33)
C. Cashier's Activity	Copy of teacher resource (18.34) Play money (coins: 18.57-18.60)
D. Tablesetting Activity	Copy of teacher resource (18.35-18.36) Tablesetting pieces (12.28-12.32) Magnet board (optional)
E. Food Server Activity	Copy of teacher resources (18.37-38)
F. Menu Design Activity	Copy of teacher resource (18.39) Computer with simple graphics program OR Paper, felt-tip markers, etc.
G. Dishwashing Activity	Copy of teacher resource (18.40) Dishwashing cards (18.41-18.42)

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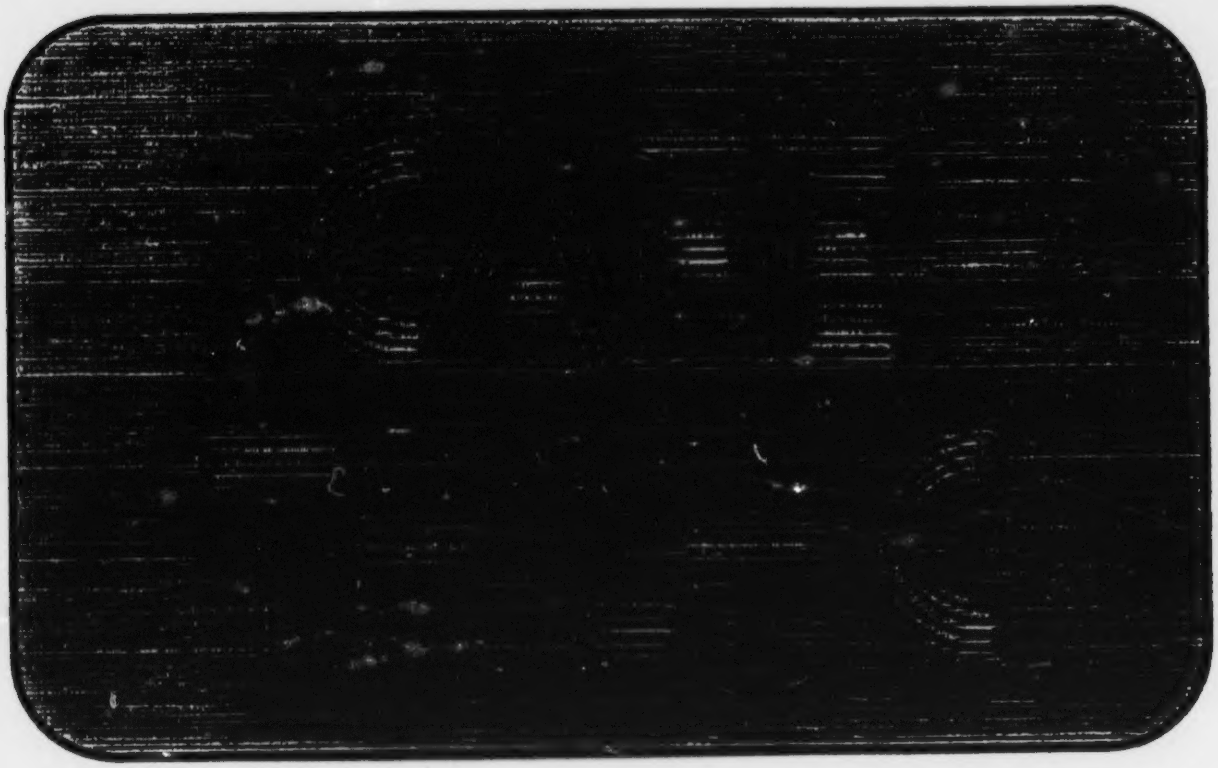
LIST OF STUDENT ACTIVITIES		***SUPPLIES REQUIRED:***
DAYS #3 and #4		
5.	Restaurant Simulation	Copies of restaurant job sheets (18.43-18.52) Copies of restaurant evaluation (18.53) for each student Copies of recipes (18.54-18.56) Food supplies for recipes chosen Play money (coins: 18.57-18.60) Restaurant station signs (18.61-18.64)
6.	Working Video	Video from Metropolitan Life Insurance Co. Video player



PROCEDURE

DAY #1

1. ***"HELP WANTED" (MOTIVATOR)***

As the class begins, the teacher should have the "HELP WANTED" sign (page 18.17) posted where the students can see it. The teacher can pretend he/she is the potential employer needing some help and lead a class discussion addressing the following questions:

- What qualities do employers look for?
- What can teenagers do to help them be successful in their jobs?
- What are some work skills that are important for employees to have and that employers look for?
- What are some personal traits that are important for employees to have?
- Why is it important to be a good employee?
- What would you expect of an employee, if you were the "boss"?
- Do you think employers expect different qualities in teenagers than they do in adults? Why?
- What are some reasons that people lose their jobs?
- What are some reasons why teenagers might lose their jobs?
- FINAL QUESTION: If you were an employer, would you hire YOU? Why?

When the class gets to the final question, have the students complete the student activity guide, JOB APPLICATION, T-L-C CORPORATION (page 18.18).

CONCEPT: The free enterprise system in America allows people to work at jobs they choose and are qualified for. Good work habits are necessary to be successful on any job.

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◆ 2. *EXPLORING RESTAURANT-RELATED CAREERS*

A. Identify the variety of jobs/careers related to restaurants. List them on the board as they are identified and describe some of the duties, advantages, and disadvantages of each job. Place particular emphasis on restaurant-related jobs in this topic. Career information in provided on pages 18.19-18.21 along with career posters on pages 18.22 through 18.28. Many of the students will be employed in some type of food service/restaurant job at some time in their lives. Therefore, the positive aspects of each job need to be emphasized.

B. Invite local business people who have been successful in food-related careers to come to the class and share their experiences. It may be especially appealing to students to have a high school student who works in the food service industry come and talk about the advantages and disadvantages of this type of career.

AND/OR

The teacher can assign the students to interview a food service worker as a homework assignment. (An interview questionnaire would need to be developed and used to ensure quality interviews.)

C. Arrange with your school cafeteria for a field trip. Prepare students for the experience by outlining some things they will see such as:

- the different kinds of equipment for food preparation
- the different methods of preparation
- how the food is warmed and cooled
- dishwashing and sanitation procedures.

After returning from the cafeteria, some items the teacher might review briefly with the students are:

- how a commercial or institutional kitchen differs from the home kitchen
- identify some of the jobs in the commercial kitchen
- if the ovens in institutional kitchens cook faster than those at home
- how the food is kept warm for serving
- how the dishes are washed
- where the food service workers wash their hands

3. *INTRODUCTION TO THE RESTAURANT SIMULATION EXPERIENCE*

Explain to the students that they will be involved in activities which simulate a small restaurant to gain some practical experience for food service careers during the next few days. They will be given specific job assignments in a day or so such as the ones listed below. The jobs for the restaurant will be:

MANAGER/ ASSISTANT MANAGER:	checks to see that everyone is doing their job, customers are happy, and makes decisions as needed; often fills in for an absent employee.
HOST/HOSTESS:	helps customers find seats and is in charge of menus; this student may be responsible for actually making the menu or poster stating the food choices.
CASHIER	sets up the cash register and handles the money as the customers pay.
FOOD SERVERS: (WAITERS/ WAITRESSES)	takes orders, serves beverages and food; could sign design an order form to fit the selection of foods; totals the bill.
TABLE ATTENDANT: (BUSSER)	sets and clears the tables; could design the table setting format according to what will be needed.
COOK:	is in charge of food preparation; must decide on the most efficient way to prepare the food.
COOK'S ASSISTANT: (DISHWASHER)	helps and assists the cook in food preparation; makes sure the necessary cooking and serving equipment is clean and ready for use. Must decide the best and fastest way to wash, dry, and put the dishes away.
CUSTOMERS:	order and eat the food; learn about proper eating etiquette.

The teacher may need to note some of the newer, more politically correct terms for jobs that have been around for a long time! And, it is a good opportunity to update the students' terminology, too.

The teacher may want to have the students "apply" for the job they want, using the job application form for the T-L-C Corporation.

The teacher may want to tell the students what the menu will be, or let them vote on two suggested menus. The bread sticks recipe with a choice of beverage works very well for this learning experience (pages 18.54-18.56). The teacher also might have the students decide on the name of their restaurant at this point for use in some of the activities for Day #2.

Review the five steps in problem solving for the students to use as they plan for a successful experience with their restaurant activity:

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Step #1 - IDENTIFY THE PROBLEMS that might arise.
(food service requires high standards of sanitation and safety, efficiency, customer relations—"the customer is always right," pilfering, limited time period, inexperienced workers are not fast, students must not be late to other classes, high cost of employee theft.)

Step #2 - BRAINSTORM POSSIBLE SOLUTIONS.
(Brainstorm ways to solve the problems identified.)

Step #3 - EXPLORE AND EVALUATE POSSIBLE SOLUTIONS.
(Look at the pros and cons of each possible solution.)

Step #4 - MAKE A DECISION AND ACT ON IT.
(Select the alternative(s) you want to use.)

Step #5 - LOOK BACK AND EVALUATE. (In what ways were the solutions successful? What else could have been done?)

DAY #2

4. ***RESTAURANT CAREER SKILLS***

The teacher can choose which of the following possible activities he/she would like to use and set up learning stations around the classroom for those activities. He/she will need to provide the necessary directions and/or supplies at each station. Give each student a copy of the student activity guide, RESTAURANT CAREER SKILLS (pages 18.29), to complete as they rotate through the units. The students may work in small groups or individually, but each student should complete his/her own activity guide. Each station represents some aspect of a food service career. The work may be checked by the teacher or the teacher may choose to provide answer keys for the students to use as they finish each activity. It is suggested that the teacher laminate a copy of the student directions for repeated use.

A. PUBLIC RELATIONS ACTIVITY:

The students will read the public relations scenarios on page 18.31 and record their answers on the student activity guide.

B. LUNCH BREAK:

The students will use the scenarios on page 18.32 to practice tallying customer orders, with tax (page 18.33), and record their answers on their student activity guide. Sales tax charts are available through the Utah State Tax Commission or at most office supply stores.

◆◆

C. CASHIER'S ACTIVITY:
The students will read the information on cashiering (page 18.34) and complete the cashier section of the student activity guide (page 18.29). Play money will be needed for the students to use in this activity.

D. TABLESETTING ACTIVITY:
The students will read the information provided on pages 18.35-18.36 as a guide and then do tablesettings for the situations as described. (This may be a review, depending on how much was covered in Topic #12 of this curriculum.) Tableware (or mock tableware on pages 12.28-12.32) will be needed to complete this activity.

E. FOOD SERVER ACTIVITY:
The students will read the information provided on page 18.37, role play the situations listed on page 18.38, and find acceptable solutions for each situation.

F. MENU DESIGN ACTIVITY:
Each student will design a menu to be used in the restaurant using a computer design program or he/she can use felt-tip markers, paper, etc., supplied by the teacher. Student directions are on page 18.39. The menu must include the following information:

a. Name of restaurant
b. List of menu items
c. Price of menu items

Later the class can use these menus for the restaurant experience.

G. DISHWASHING ACTIVITY:
The students will use the dishwashing cards provided by the teacher (pages 18.41-18.42) and put the steps for dishwashing in order. After they have finished sorting the cards, the students can complete that section of their activity guide. (Student directions are on page 18.40.)

DAY #3:

5. RESTAURANT SIMULATION

The teacher should give the students their work assignments and job sheets (pages 18.43-18.52) for the restaurant. The teacher can either make the assignments or allow the students to draw for the assignments. Some teachers interview their students for specific positions while the students are completing the menu activity. The teacher will need to adjust the number of each type of work assignment so that every student has an assignment. The assistant manager position is optional—mainly used with large classes. Half of the students will be "restaurant employees" the first day, and half of the students will be "customers." On the second day of the restaurant, the students will reverse roles.

♦ ♦ ♦

The students with the same assignments should work together as a group to plan and prepare for their restaurant work the next two days. For example, all the students who are cooks should plan the food preparation procedure, needs, sequence, and who will be responsible for which activity; the food servers will study and learn appropriate ways to serve; the table attendants will decide how the tables should be set; etc.

Any guests the students wish to invite to their restaurant should be invited. (This is a good time to invite other teachers in the school and/or school administrators to visit your department.)

The culminating activity for this unit is a simulation of a restaurant setting. The goal for this activity is for the students to have an opportunity to learn about food service jobs and experience the actual preparation and serving of a food product. In this instance, the food product the students make is not so important as the learning experience.

Some suggested recipes are provided on pages 18.54-18.56, but the final decision must fit the students and their abilities and the school facilities. It is suggested that there be only two choices of food and two choices of beverages plus water. The teacher will need to decide how much his/her students are capable of doing to make this as realistic as possible. The teacher may want to do preliminary work on menu cards and order pads rather than try to have the students do all of the work.

Also, the teacher will need to review the job sheets (pages 18.43-18.52) for accuracy in his/her setting. These sheets are quite generic and will need to be customized for each setting and/or menu and/or class. They are a guide and therefore are probably not specific enough for any given experience.

DAY #4:

6. ***"WORKING" VIDEO***

Half of the class will be "customers," and the other half will be the "restaurant staff." While the "customers" are waiting for the "restaurant staff" to prepare the food, etc., have them watch the video, Working, from Metropolitan Life Insurance Company. Then while the "restaurant staff" cleans up and puts things away, the "customers" should complete the evaluation (page 18.53). Also, the teacher will need to supply the "customers" with some play money to pay for their food purchases.

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DAY #5:

The "customer" and "restaurant employees" roles are reversed from Day #4.

When the activities are completed, summarize the restaurant experience with the students—mainly the positive aspects. Explain that people are free to choose their own career path, but they must develop good work skills in order to be successful. Good management skills, as well as proper social skills, are important in having a successful career.

SUMMARY: The management of a successful restaurant requires many skills. There is a large variety of food service careers available. Some require little or no training after high school, and others require quite a bit of education. The food industry is constantly changing, and there are always many available jobs in this industry.

RESOURCES:

- Metropolitan Life Insurance Company, Working video, 17 minutes. Metropolitan Life Insurance Company, Dept. of Corporate Social Responsibility, P.O. Box 950, Madison Square Station, New York, NY 10160-0950.
- Learning Seed, Etiquette Hotline video.

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CORE TEST QUESTION BANK

UNIT: **FOODS AND NUTRITION**

TOPIC #18: **RESTAURANT SIMULATION**

20.0001-0417 ***Identify careers related to food preparation and food service.***

1. There aren't very many careers that require a knowledge of nutrition information and/or food preparation skills.
   a. True
   b.* False

2. The food industry is much different today than it was 25 years ago—it is constantly changing.
   a.* True
   b. False

3. Food-related careers can:
   a. Provide goods
   b. Provide products
   c. Provide services
   d.* Provide goods, products, or services

4. There are ________ opportunities for part-time employment in the food service industry.
   a.* Many
   b. Some
   c. Few
   d. No

5. Food-related careers tend to require:
   a. Very little physical work and little mental work
   b. Very little physical work and a lot of mental work
   c.* A lot of physical work and little mental work
   d. A lot of physical work and a lot of mental work

6. The beginning wages for most jobs in the food service industry are:
   a. Above minimum wage level
   b.* Minimum wage level
   c. Below minimum wage level

◆◆

CORE TEST QUESTION BANK

7. A food handler's permit is:
   - a.* Required for everyone who works in the food service industry
   - b. Only required for students under 16 years of age
   - c. Only required for male workers
   - d. Only required for cooks and food servers

8. Food-related industries hire __________ .
   - a. Women only
   - b. Men only
   - c.* Both men and women

9. Which of the following careers require the use of food preparation knowledge?
   - a. Secretary
   - b. Dietitian
   - c. Lawyer
   - d. Cook's helper
   - e.* Both "b" and "d"

20.0001-0429 Identify qualities employers expect employees to possess.

1. Employees who work directly with the customer need to: (Put a check by each item listed that applies. There are four (4) correct answers.)
   - __*__ a. Have good communication skills
   - __*__ b. Be polite and exhibit good manners
   - __*__ c. Have a lot of patience
   - _____ d. Be a high school graduate
   - _____ e. Have an answer for everything
   - __*__ f. Sense customers' needs

2. Employees who work directly with the customer also need to: (Put a check by each item listed that applies. There are four (4) correct answers.)
   - __*__ a. Be able to get along with people
   - _____ b. Live close to the place of work
   - _____ c. Have expensive clothes
   - __*__ d. Have a sense of humor
   - __*__ e. Be well groomed
   - __*__ f. Be able to think on their feet

CORE TEST QUESTION BANK

3. Employers like to hire people who:
   a. Are dependable, willing to work, and have a good attitude
   b. Are dependable, cute, and very popular
   c. Are self-disciplined, learn quickly, and take responsibility
   d.* Answers "a" and "c" are both right
   e. All of the above

20.0001-0430 ***Explore the various components of food service careers, including management skills, public relations, cashiering, tablesetting, dishwashing, and eating etiquette.***

1. The free enterprise system allows people to work at:
   a.* Jobs they choose
   b. Jobs other people choose for them
   c. Jobs that require a college education
   d. Any of the above

2. Good worker traits are ______________ for the free enterprise system to be successful.
   a. Not necessary
   b. Somewhat necessary
   c.* Absolutely necessary

3. Match the food-related careers listed below with the job descriptions on the right by putting the letter of the career on the line before the description.

a.	Host/Hostess	_b__	Takes orders, serves food and beverages
b.	Food Server	_d__	Prepares the food; must decide on the most efficient way to prepare food
c.	Table Attendant	_a__	Helps customers find seats and gives customers menus
d.	Cook/Asst.Cook	_e__	Washes dishes and silverware the best and fastest way possible
e.	Cook's Assistant	_c__	Sets and clears the tables
f.	Cashier	_f__	Adds tickets, takes money, makes change
g.	Manager/Asst.Mgr.	_g__	Supervises restaurant operations

CORE TEST QUESTION BANK

4. I am a customer of the restaurant. My bill is $1.68. I give the cashier $2. The kind of change I should get is:
   - a. Two quarters, one dime, one nickel, three pennies
   - b.* One quarter, one nickel, two pennies
   - c. One quarter, one dime, two pennies
   - d. One quarter, three nickels, eight pennies

5. My dad took our family to McDonald's last night for hamburgers. Our bill was $12.45. My dad gave the cashier $15. The cashier gave him one nickel, two quarters, and two one-dollar bills. Was that the correct change?
   - a.* Yes
   - b. No

6. When counting change, you should give the __________ number of coins possible.
   - a.* Least
   - b. Greatest

7A. I am selling hot dogs at the football game. Hot dogs cost 75 cents and drinks are 50 cents each. An order for one hot dog and one drink costs $_______.
   - a. $1
   - b.* $1.25
   - c. $1.35
   - d. $1.50

7B. If the customer gives me two one-dollar bills for his hot dog and drink, the change I should give back is:
   - a. One quarter
   - b. Two quarters
   - c.* Three quarters
   - d. Four quarters

8. Below are listed the steps in washing dishes. Put them in number order by placing a number from 1 to 8 in front of each step.

__8__ Allow to air dry or dry with clean towel
__1__ Scrape food particles off dishes
__4__ Wash in hot, soapy water
__7__ Rinse in sanitizing chemical or extremely hot water
__5__ Wash dishes in order
__2__ Prerinse dishes
__6__ Rinse in hot water
__3__ Sort and stack dishes by groups

◆◆

CORE TEST QUESTION BANK

9. A tablecloth should:
   - a. Be a lot bigger than the table
   - b.* Be just a little bigger than the table
   - c. Be just a little smaller than the table

10. The napkin should be folded and placed:
   - a.* On the left side of the fork
   - b. On the right side of the fork
   - c. On the right side of the knife and spoon
   - d. On the left side of the knife and spoon

11. The bottom of the napkin should be about ________ above the edge of the table.
   - a. Three inches
   - b. Two inches
   - c.* One inch
   - d. One-half inch

12. Flatware (silverware) is arranged in the order of use, with the first piece to be used placed on the:
   - a. Inside next to the plate
   - b.* Outside away from the plate
   - c. Either place is fine

13. Drinking glasses are placed:
   - a. Above the knife and spoon on the left side of the plate
   - b.* Above the knife and spoon on the right side of the plate
   - c. Above the center of the plate
   - d. Above the forks on the left side of the plate

14. The forks should be placed:
   - a.* On the left side of the plate
   - b. On the right side of the plate
   - c. Either side is fine

15. The knife and spoon(s) should be placed:
   - a. On the left side of the plate
   - b.* On the right side of the plate
   - c. Either side is fine

16. Coffee cups and saucers should be placed:
   - a. On the left side of the plate
   - b.* On the right side of the plate
   - c. Depends upon whether you are right-handed or left-handed

◆◆◆

CORE TEST QUESTION BANK

17. Salad plates should be placed:
    - a. Above the knife and spoon on the left side of the plate
    - b. Above the knife and spoon on the right side of the plate
    - c. Above the center of the plate
    - d.* Above the forks on the left side of the plate

18. Centerpieces should be:
    - a. Tall and decorative and the center of attention
    - b. Fairly large in size to be noticed
    - c.* Low enough so that customers can see over them easily

JOB APPLICATION

T-L-C CORPORATION

Name ______________________ Date ______________________

Street Address ____

City, State, Zip ____

Telephone ______________________ Period __________ Score ________

Social Security Number ____________________________________

Schools Attended: ____________________________________

____

Hobbies: ____

Work Experience: ____________________________________

____

Work Skills I Have: ____________________________________

____

Good Work Traits I Have: ______________________________

____

Good Social Skills I Have: ______________________________

____

Other Reasons: ____________________________________

____

Position(s) I Am Applying for:

1st Choice ____________________ 2nd Choice ____________________

CAREER INFORMATION

MANAGER/ ASSISTANT MANAGER: Restaurant managers supervise all of the operations in the restaurant. Generally, the manager supervises the day shift, and the assistant manager supervises the night shift. Managers select and appropriately price menu items so food and other supplies are used efficiently. It is their responsibility to see that the restaurant operates efficiently and profitably. They are also required to maintain quality control on all foods prepared and served. They must also attend to various administrative aspects of the business, including recruiting, training, and supervising an adequate number of workers. Ordering supplies and dealing with suppliers are important aspects of the work of restaurant and food service managers. On a daily basis, managers estimate food consumption, place orders with suppliers, and schedule the delivery of fresh food and beverages. They receive and check the content of deliveries, evaluating the quality of meats, poultry, fish, fruits, vegetables, and baked goods. Managers meet with the sales representatives from restaurant suppliers to place orders replenishing stocks of tableware, linens, paper, cleaning supplies, cooking utensils, and furniture and fixtures. They also arrange for equipment maintenance and repairs, and for a variety of services such as waste removal and pest control.

Managers are often among the first to arrive and the last to leave for a shift. They are generally responsible for locking up, checking to see that ovens, grills, and lights are off, and switching on alarm systems.

Many restaurant and food service manager positions are filled by promoting experienced food and beverage preparation and service workers. However, most large companies recruit management trainees from two- and four-year hospitality management programs. People with degrees in restaurant and institutional food service management are preferred. Career opportunities in this field are expected to increase faster than average through the next decade.

CAREER INFORMATION - PAGE 2

FOOD SERVER: Food servers take customers' orders, serve food and beverages, prepare itemized checks, and sometimes accept payments. The manner in which they perform their tasks varies considerably, depending on the type of establishment where they work. In coffee shops or cafes, they are expected to provide fast and efficient, yet courteous, service. In fine restaurants, where gourmet meals are accompanied by attentive formal service, food servers serve the meal at a more leisurely pace and offer more personal service to patrons. The main concern of the food server always is customer service.

Most food servers work for a minimum wage plus tips. The more elegant the restaurant, the larger the tips will be. As long as there are restaurants, there will always be jobs available for food servers.

TABLE ATTENDANTS: Table attendants assist the food servers by preparing tables for service and clearing tables when customers have finished their meal. Generally they do not have direct contact with the customer but work in the background, so to speak. Food servers generally share their tips with the table attendants, because it is their efficiency that turns the table faster to serve more customers. They are frequently responsible for filling sugar bowls, catsup bottles, etc., as well as folding napkins and sorting flatware. At times they may be asked to assist the dishwashers in restocking the tableware cupboards.

Table attendants are required to carry large tubs of dirty dishes and large platters of clean dishes. These carriers can become quite heavy and require the attendant to be strong and have good balance.

CASHIER: Restaurant cashiers sometimes double as the host/hostess and are responsible for both sets of duties. As a cashier they are responsible for managing the money drawer, seeing to it that the cash balances, and perhaps preparing deposits for the bank. Cashiers need to have some mathematic skills for handling money efficiently. Adeptness at working computers or small equipment is also helpful.

CAREER INFORMATION - PAGE 3

HOST/HOSTESS/ MAITRE D': In large restaurants, the host/hostess/maitre d' position will probably be separate from the cashier job. The duties of this position are to welcome customers, obtain necessary information, and try to seat the customers are quickly as possible. If there is a waiting period, it is important to make the customers comfortable while waiting. Graciousness is a quality needed by anyone in this position, along with a friendly disposition. The host/hostess/maitre d' is usually the first person to greet the customers and the last person to see them as they leave. Thus, it is important that the customers' beginning and ending experiences are pleasant.

COOK/CHEF/ COOK'S ASSISTANT: The cook/chef is in charge of the kitchen and kitchen staff. Together, they must perform all the food preparation duties. The cook/chef is the decision maker, and the assistant carries out his orders.

In many restaurants the cook/chef has input regarding the menu selections and food supplies ordered. However, in smaller restaurants, the chef/cook and the owner may be the same person. The chef/cook must oversee the quality of the food prepared and served and maintain a high quality if they want return customers. The more consistent the quality is in a restaurant, the greater the return of repeat business.

The cook's assistant will be responsible for doing whatever the cook/chef needs to be done—making salads, peeling potatoes, scrubbing pots, sharpening knives, etc. The job will vary somewhat from day to day, depending on the menu and specials offered. Frequently, this is a great opportunity for a younger person to learn the trade from someone who is experienced.

Both the cook/chef and the assistant are on their feet most of the work day. Very seldom do they get to sit down. They must have strong legs and body because their work is quite physical. They must learn to work efficiently to keep orders out on schedule.

[illegible]

MANAGER
OR
ASST. MANAGER

[redacted]

HOST
HOSTESS
MAITRE D'

[illegible]

FOOD SERVER

TOPIC #18: *Restaurant Simulation*

Teacher Resource

[illegible]

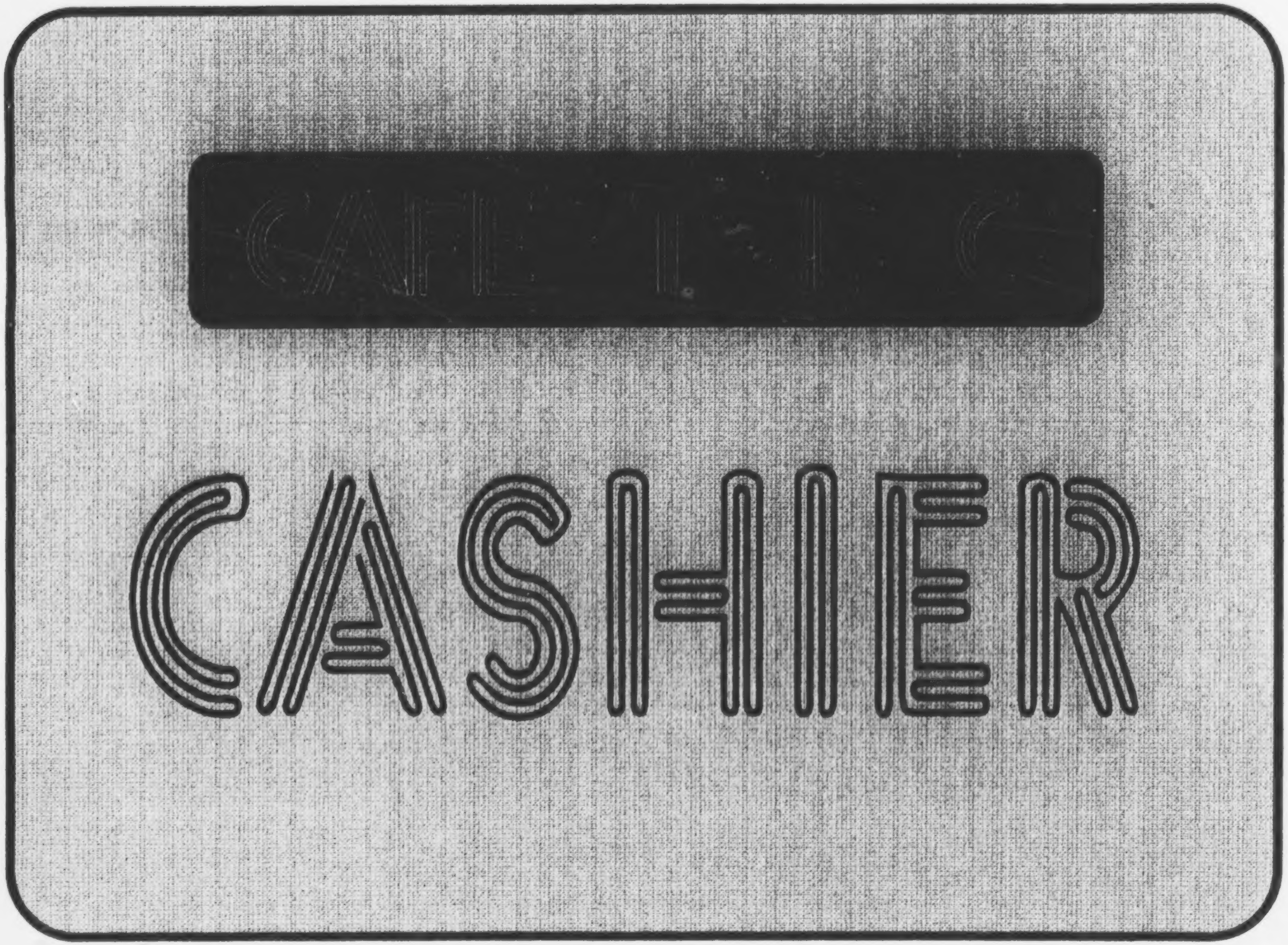
TABLE
ATTENDANT

[illegible]

SHORT ORDER COOK

[redacted]

COOK'S ASSISTANT


CASHIER

NAME ____________________ PERIOD _____ DATE ______________ SCORE _____

RESTAURANT CAREER SKILLS

PUBLIC RELATIONS ACTIVITY:

1. _____ 2. _____ 3. _____ 4. _____ 5. _____ 6. _____

LUNCH BREAK ACTIVITY:

1. ___________ 4. ___________ 7. _____________

2. ___________ 5. ___________ 8. ______ ______

3. ___________ 6. ___________ 9. _____________

CASHIER'S ACTIVITY:

AMOUNT OF BILL	AMOUNT RECEIVED	CHANGE AMOUNT	CORRECT CHANGE					# PIECES OF MONEY
			PENNIES	NICKELS	DIMES	QUARTERS	DOLLARS	
$ .35	$.50							
$ .95	$5.00							
$ .27	$1.00							
$ .12	$.25							
$ .70	$.75							
$1.37	$2.00							
$ .89	$5.00							
$3.56	$5.00							

TABLESETTING ACTIVITY:

Teacher's initials: Setting 1: ________ Setting 2: ________ Setting 3: ________

FOOD SERVER ACTIVITY:

Read the information on page 18.__ and complete the activities on page 18.__.

MENU DESIGN ACTIVITY: Completed: ______________ Teacher's initials

DISHWASHING ACTIVITY: Put the dishwashing steps for restaurants in order by placing a number from 1 to 8 in front of each step.

______ Allow to air dry or dry with clean towel
______ Scrape food particles off dishes
______ Wash in hot, soapy water
______ Rinse in sanitizing chemical or extremely hot water
______ Wash dishes in correct order by grups
______ Prerinse dishes lightly
______ Rinse in hot water
______ Sort and stack dishes by groups

List two reasons why proper dishwashing is so important.

1. ___________________________________ 2. ________________________________

NAME ___________________ PERIOD _____ DATE _____________ SCORE _____

RESTAURANT CAREER SKILLS

PUBLIC RELATIONS ACTIVITY:

1. __c__ 2. __b__ 3. __a__ 4. __b__ 5. __a__ 6. __c__

LUNCH BREAK ACTIVITY:

1. __$ 8.93___
2. __$ 4.62___
3. __$ 3.83___
4. __$ 5.31__
5. __$34.00__
6. __$57.91__
7. __$47.81____
8. __$ 5.58____
9. _$145.30____

CASHIER'S ACTIVITY:

AMOUNT OF BILL	AMOUNT RECEIVED	CHANGE AMOUNT	CORRECT CHANGE					# PIECES OF MONEY
			PENNIES	NICKELS	DIMES	QUARTERS	DOLLARS	
$ .35	$.50	$ .15		1	1			2
$ .95	$5.00	$4.05		1			4	5
$ .27	$1.00	$ .73	3		2	2		7
$ .12	$ .25	$ .13	3		1			4
$ .70	$ .75	$ .05		1				1
$1.37	$2.00	$ .63	3		1	2		6
$ .89	$5.00	$4.11	1		1		4	6
$3.56	$5.00	$1.44	4	1	1	1	1	8

TABLESETTING ACTIVITY:

Teacher's initials: Setting 1: _______ Setting 2: _______ Setting 3: _______

FOOD SERVER ACTIVITY:

Read the information on page 18.__ and complete the activities on page 18.__.

MENU DESIGN ACTIVITY: Completed: ______________ Teacher's initials

DISHWASHING ACTIVITY: Put the dishwashing steps for restaurants in order by placing a number from 1 to 8 in front of each step.

__8__ Allow to air dry or dry with clean towel
__1__ Scrape food particles off dishes
__4__ Wash in hot, soapy water
__7__ Rinse in sanitizing chemical or extremely hot water
__5__ Wash dishes in correct order by grups
__2__ Prerinse dishes lightly
__6__ Rinse in hot water
__3__ Sort and stack dishes by groups

List two reasons why proper dishwashing so important.

1. ___stop the spread of disease____ 2. ___sanitation___________________

PUBLIC RELATIONS ACTIVITY

The host/hostess (or maitre d') greets and directs the customers to their seats. It is important that a host/hostess be able to communicate in a pleasant way with many different types of people. Write the letter of the best answer on your student activity guide.

1. As a host/hostess, how would you greet a nervous young person who doesn't really know what to do or where to sit in the restaurant?
   A. "Sit down. You're blocking the door."
   B. "Sit anywhere you want but hurry. We don't have all day!"
   C. "Hello. We're glad you could come today. Would you like to sit over here?"

2. You want a customer to sit at a table on the other side of the room. You should:
   A. Point the way.
   B. Lead the people to where you want them to sit.
   C. Don't ask but wait for the customer to ask you for what they want.

3. Two groups of customers arrive about the same time, one right after the other. In the second group is the mayor of the city. Which group should be seated first?
   A. The group that arrived first
   B. The group with the dignitary
   C. It doesn't really matter

Food servers (waiters/waitresses) must also be polite and patient with people. Communication skills are important if you want to be a successful food server.

4. As a food server, which of the following is the way to take a customer's order?
   A. "What do you want?"
   B. "Hello, my name is __________. May I take your order?"
   C. "Here's a menu. Circle what you want."

5. How would you say goodbye to customers?
   A. "Thank you, and please come again."
   B. "So long."
   C. "Hurry. We need this table for other people."

6. Susie changes her mind three times while others in her group are ordering. What should you do?
   A. Yell at her and complain to the others in the group.
   B. Write down the first order she gave you and don't change it.
   C. Be patient. Change the order a reasonable number of times.

LUNCH BREAK

You and a group of your friends have just finished a fast game of tennis. It's lunch time and you're all hungry. You've just ordered your favorite foods at "Quinn's Quick Order," a local drive-in. Using the order pad and price list below, figure the total cost for each lunch, including sales tax. (See tax chart provided by your teacher.) Write the answers on your student activity guide.

1. Jed: Two cheeseburgers, each with lettuce, tomato, and onions; large fries; and a large root beer. Total ______________________________
2. Jane: One plain cheeseburger, large fries, and a small fruit punch. Total ______________________________
3. Jim: One hamburger, small fries, and a small lemonade. Total ______________________________
4. Joni: One hot dog with lettuce, tomato, and onions; large fries; and a chocolate milkshake. Total ______________________________

	Hot dog	$1.50
QUINN'S	Hamburger	$1.85
	Cheeseburger	$2.35
QUICK	Lettuce, tomato, and onion	$ .60
	Large fries	$1.25
ORDER	Small fries	$1.00
	Large soft drink	$1.25
	Small soft drink	$ .75
	Milkshake	$1.65

Soon after you left, a bus load of baseball players pulled into the drive-in. Using the prices listed above, the order pad and the tax chart, figure the total bill.

5. Ten people ordered: One hamburger with lettuce, tomato, and onion; and a small fruit punch. Sub total ____________________
6. Ten people ordered: One cheeseburger with onions, large fries, and a large root beer. Sub total ____________________
7. Ten people ordered: One plain hamburger, small fries, and a milkshake. Sub total ____________________
8. The bus driver ordered: Two hot dogs, small fries, and a large lemonade. Sub total ____________________
9. The bus driver paid the entire bill. What was the total bill? ____________________

SALES TAX CHART

STATE OF UTAH
COMBINED STATE AND LOCAL TAX SCHEDULE
6 1/4 %

$.01- $9.51		$9.52-$19.11		$19.12-$28.71		$28.72-$38.31	
.01- .07	.00	9.52- 9.67	.60	19.12-19.27	1.20	28.72-28.87	1.80
.08- .23	.01	9.68- 9.83	.61	19.28-19.43	1.21	28.88-29.03	1.81
.24- .39	.02	9.84- 9.99	.62	19.44-19.59	1.22	29.04-29.19	1.82
.40- .55	.03	10.00-10.15	.63	19.60-19.75	1.23	29.20-29.35	1.83
.56- .71	.04	10.16-10.31	.64	19.76-19.91	1.24	29.36-29.51	1.84
.72- .87	.05	10.32-10.47	.65	19.92-20.07	1.25	29.52-29.67	1.85
.88- 1.03	.06	10.48-10.63	.66	20.08-20.23	1.26	29.68-29.83	1.86
1.04- 1.19	.07	10.64-10.79	.67	20.24-20.39	1.27	29.84-29.99	1.87
1.20- 1.35	.08	10.80-10.95	.68	20.40-20.55	1.28	30.00-30.15	1.88
1.36- 1.51	.09	10.96-11.11	.69	20.56-20.71	1.29	30.16-30.31	1.89
1.52- 1.67	.10	11.12-11.27	.70	20.72-20.87	1.30	30.32-30.47	1.90
1.68- 1.83	.11	11.28-11.43	.71	20.88-21.03	1.31	30.48-30.63	1.91
1.84- 1.99	.12	11.44-11.59	.72	21.04-21.19	1.32	30.64-30.79	1.92
2.00- 2.15	.13	11.60-11.75	.73	21.20-21.35	1.33	30.80-30.95	1.93
2.16- 2.31	.14	11.76-11.91	.74	21.36-21.51	1.34	30.96-31.11	1.94
2.32- 2.47	.15	11.92-12.07	.75	21.52-21.67	1.35	31.12-31.27	1.95
2.48- 2.63	.16	12.08-12.23	.76	21.68-21.83	1.36	31.28-31.43	1.96
2.64- 2.79	.17	12.24-12.39	.77	21.84-21.99	1.37	31.44-31.59	1.97
2.80- 2.95	.18	12.40-12.55	.78	22.00-22.15	1.38	31.60-31.75	1.98
2.96- 3.11	.19	12.56-12.71	.79	22.16-22.31	1.39	31.76-31.91	1.99
3.12- 3.27	.20	12.72-12.87	.80	22.32-22.47	1.40	31.92-32.07	2.00
3.28- 3.43	.21	12.88-13.03	.81	22.48-22.63	1.41	32.08-32.23	2.01
3.44- 3.59	.22	13.04-13.19	.82	22.64-22.79	1.42	32.24-32.39	2.02
3.60- 3.75	.23	13.20-13.35	.83	22.80-22.95	1.43	32.40-32.55	2.03
3.76- 3.91	.24	13.36-13.51	.84	22.96-23.11	1.44	32.56-32.71	2.04
3.92- 4.07	.25	13.52-13.67	.85	23.12-23.27	1.45	32.72-32.87	2.05
4.08- 4.23	.26	13.68-13.83	.86	23.28-23.43	1.46	32.88-33.03	2.06
4.24- 4.39	.27	13.84-13.99	.87	23.44-23.59	1.47	33.04-33.19	2.07
4.40- 4.55	.28	14.00-14.15	.88	23.60-23.75	1.48	33.20-33.35	2.08
4.56- 4.71	.29	14.16-14.31	.89	23.76-23.91	1.49	33.36-33.51	2.09
4.72- 4.87	.30	14.32-14.47	.90	23.92-24.07	1.50	33.52-33.67	2.10
4.88- 5.03	.31	14.48-14.63	.91	24.08-24.23	1.51	33.68-33.83	2.11
5.04- 5.19	.32	14.64-14.79	.92	24.24-24.39	1.52	33.84-33.99	2.12
5.20- 5.35	.33	14.80-14.95	.93	24.40-24.55	1.53	34.00-34.15	2.13
5.36- 5.51	.34	14.96-15.11	.94	24.56-24.71	1.54	34.16-34.31	2.14
5.52- 5.67	.35	15.12-15.27	.95	24.72-24.87	1.55	34.32-34.47	2.15
5.68- 5.83	.36	15.28-15.43	.96	24.88-25.03	1.56	34.48-34.63	2.16
5.84- 5.99	.37	15.44-15.59	.97	25.04-25.19	1.57	34.64-34.79	2.17
6.00- 6.15	.38	15.60-15.75	.98	25.20-25.35	1.58	34.80-34.95	2.18
6.16- 6.31	.39	15.76-15.91	.99	25.36-25.51	1.59	34.96-35.11	2.19
6.32- 6.47	.40	15.92-16.07	1.00	25.52-25.67	1.60	35.12-35.27	2.20
6.48- 6.63	.41	16.08-16.23	1.01	25.68-25.83	1.61	35.28-35.43	2.21
6.64- 6.79	.42	16.24-16.39	1.02	25.84-25.99	1.62	35.44-35.59	2.22
6.80- 6.95	.43	16.40-16.55	1.03	26.00-26.15	1.63	35.60-35.75	2.23
6.96- 7.11	.44	16.56-16.71	1.04	26.16-26.31	1.64	35.76-35.91	2.24
7.12- 7.27	.45	16.72-16.87	1.05	26.32-26.47	1.65	35.92-36.07	2.25
7.28- 7.43	.46	16.88-17.03	1.06	26.48-26.63	1.66	36.08-36.23	2.26
7.44- 7.59	.47	17.04-17.19	1.07	26.64-26.79	1.67	36.24-36.39	2.27
7.60- 7.75	.48	17.20-17.35	1.08	26.80-26.95	1.68	36.40-36.55	2.28
7.76- 7.91	.49	17.36-17.51	1.09	26.96-27.11	1.69	36.56-36.71	2.29
7.92- 8.07	.50	17.52-17.67	1.10	27.12-27.27	1.70	36.72-36.87	2.30
8.08- 8.23	.51	17.68-17.83	1.11	27.28-27.43	1.71	36.88-37.03	2.31
8.24- 8.39	.52	17.84-17.99	1.12	27.44-27.59	1.72	37.04-37.19	2.32
8.40- 8.55	.53	18.00-18.15	1.13	27.60-27.75	1.73	37.20-37.35	2.33
8.56- 8.71	.54	18.16-18.31	1.14	27.76-27.91	1.74	37.36-37.51	2.34
8.72- 8.87	.55	18.32-18.47	1.15	27.92-28.07	1.75	37.52-37.67	2.35
8.88- 9.03	.56	18.48-18.63	1.16	28.08-28.23	1.76	37.68-37.83	2.36
9.04- 9.19	.57	18.64-18.79	1.17	28.24-28.39	1.77	37.84-37.99	2.37
9.20- 9.35	.58	18.80-18.95	1.18	28.40-28.55	1.78	38.00-38.15	2.38
9.36- 9.51	.59	18.96-19.11	1.19	28.56-28.71	1.79	38.16-38.31	2.39

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STATE OF UTAH
COMBINED STATE AND LOCAL TAX SCHEDULE
6 1/4 %

$38.32-$47.91		$47.92-$57.51		$57.52-$67.11		$67.12-$76.71	
38.32-38.47	2.40	47.92-48.07	3.00	57.52-57.67	3.60	67.12-67.27	4.20
38.48-38.63	2.41	48.08-48.23	3.01	57.68-57.83	3.61	67.28-67.43	4.21
38.64-38.79	2.42	48.24-48.39	3.02	57.84-57.99	3.62	67.44-67.59	4.22
38.80-38.95	2.43	48.40-48.55	3.03	58.00-58.15	3.63	67.60-67.75	4.23
38.96-39.11	2.44	48.56-48.71	3.04	58.16-58.31	3.64	67.76-67.91	4.24
39.12-39.27	2.45	48.72-48.87	3.05	58.32-58.47	3.65	67.92-68.07	4.25
39.28-39.43	2.46	48.88-49.03	3.06	58.48-58.63	3.66	68.08-68.23	4.26
39.44-39.59	2.47	49.04-49.19	3.07	58.64-58.79	3.67	68.24-68.39	4.27
39.60-39.75	2.48	49.20-49.35	3.08	58.80-58.95	3.68	68.40-68.55	4.28
39.76-39.91	2.49	49.36-49.51	3.09	58.96-59.11	3.69	68.56-68.71	4.29
39.92-40.07	2.50	49.52-49.67	3.10	59.12-59.27	3.70	68.72-68.87	4.30
40.08-40.23	2.51	49.68-49.83	3.11	59.28-59.43	3.71	68.88-69.03	4.31
40.24-40.39	2.52	49.84-49.99	3.12	59.44-59.59	3.72	69.04-69.19	4.32
40.40-40.55	2.53	50.00-50.15	3.13	59.60-59.75	3.73	69.20-69.35	4.33
40.56-40.71	2.54	50.16-50.31	3.14	59.76-59.91	3.74	69.36-69.51	4.34
40.72-40.87	2.55	50.32-50.47	3.15	59.92-60.07	3.75	69.52-69.67	4.35
40.88-41.03	2.56	50.48-50.63	3.16	60.08-60.23	3.76	69.68-69.83	4.36
41.04-41.19	2.57	50.64-50.79	3.17	60.24-60.39	3.77	69.84-69.99	4.37
41.20-41.35	2.58	50.80-50.95	3.18	60.40-60.55	3.78	70.00-70.15	4.38
41.36-41.51	2.59	50.96-51.11	3.19	60.56-60.71	3.79	70.16-70.31	4.39
41.52-41.67	2.60	51.12-51.27	3.20	60.72-60.87	3.80	70.32-70.47	4.40
41.68-41.83	2.61	51.28-51.43	3.21	60.88-61.03	3.81	70.48-70.63	4.41
41.84-41.99	2.62	51.44-51.59	3.22	61.04-61.19	3.82	70.64-70.79	4.42
42.00-42.15	2.63	51.60-51.75	3.23	61.20-61.35	3.83	70.80-70.95	4.43
42.16-42.31	2.64	51.76-51.91	3.24	61.36-61.51	3.84	70.96-71.11	4.44
42.32-42.47	2.65	51.92-52.07	3.25	61.52-61.67	3.85	71.12-71.27	4.45
42.48-42.63	2.66	52.08-52.23	3.26	61.68-61.83	3.86	71.28-71.43	4.46
42.64-42.79	2.67	52.24-52.39	3.27	61.84-61.99	3.87	71.44-71.59	4.47
42.80-42.95	2.68	52.40-52.55	3.28	62.00-62.15	3.88	71.60-71.75	4.48
42.96-43.11	2.69	52.56-52.71	3.29	62.16-62.31	3.89	71.76-71.91	4.49
43.12-43.27	2.70	52.72-52.87	3.30	62.32-62.47	3.90	71.92-72.07	4.50
43.28-43.43	2.71	52.88-53.03	3.31	62.48-62.63	3.91	72.08-72.23	4.51
43.44-43.59	2.72	53.04-53.19	3.32	62.64-62.79	3.92	72.24-72.39	4.52
43.60-43.75	2.73	53.20-53.35	3.33	62.80-62.95	3.93	72.40-72.55	4.53
43.76-43.91	2.74	53.36-53.51	3.34	62.96-63.11	3.94	72.56-72.71	4.54
43.92-44.07	2.75	53.52-53.67	3.35	63.12-63.27	3.95	72.72-72.87	4.55
44.08-44.23	2.76	53.68-53.83	3.36	63.28-63.43	3.96	72.88-73.03	4.56
44.24-44.39	2.77	53.84-53.99	3.37	63.44-63.59	3.97	73.04-73.19	4.57
44.40-44.55	2.78	54.00-54.15	3.38	63.60-63.75	3.98	73.20-73.35	4.58
44.56-44.71	2.79	54.16-54.31	3.39	63.76-63.91	3.99	73.36-73.51	4.59
44.72-44.87	2.80	54.32-54.47	3.40	63.92-64.07	4.00	73.52-73.67	4.60
44.88-45.03	2.81	54.48-54.63	3.41	64.08-64.23	4.01	73.68-73.83	4.61
45.04-45.19	2.82	54.64-54.79	3.42	64.24-64.39	4.02	73.84-73.99	4.62
45.20-45.35	2.83	54.80-54.95	3.43	64.40-64.55	4.03	74.00-74.15	4.63
45.36-45.51	2.84	54.96-55.11	3.44	64.56-64.71	4.04	74.16-74.31	4.64
45.52-45.67	2.85	55.12-55.27	3.45	64.72-64.87	4.05	74.32-74.47	4.65
45.68-45.83	2.86	55.28-55.43	3.46	64.88-65.03	4.06	74.48-74.63	4.66
45.84-45.99	2.87	55.44-55.59	3.47	65.04-65.19	4.07	74.64-74.79	4.67
46.00-46.15	2.88	55.60-55.75	3.48	65.20-65.35	4.08	74.80-74.95	4.68
46.16-46.31	2.89	55.76-55.91	3.49	65.36-65.51	4.09	74.96-75.11	4.69
46.32-46.47	2.90	55.92-56.07	3.50	65.52-65.67	4.10	75.12-75.27	4.70
46.48-46.63	2.91	56.08-56.23	3.51	65.68-65.83	4.11	75.28-75.43	4.71
46.64-46.79	2.92	56.24-56.39	3.52	65.84-65.99	4.12	75.44-75.59	4.72
46.80-46.95	2.93	56.40-56.55	3.53	66.00-66.15	4.13	75.60-75.75	4.73
46.96-47.11	2.94	56.56-56.71	3.54	66.16-66.31	4.14	75.76-75.91	4.74
47.12-47.27	2.95	56.72-56.87	3.55	66.32-66.47	4.15	75.92-76.07	4.75
47.28-47.43	2.96	56.88-57.03	3.56	66.48-66.63	4.16	76.08-76.23	4.76
47.44-47.59	2.97	57.04-57.19	3.57	66.64-66.79	4.17	76.24-76.39	4.77
47.60-47.75	2.98	57.20-57.35	3.58	66.80-66.95	4.18	76.40-76.55	4.78
47.76-47.91	2.99	57.36-57.51	3.59	66.96-67.11	4.19	76.56-76.71	4.79

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CASHIER'S ACTIVITY

1. When counting change, you should give the least number of coins possible.

   For example: If the amount of change is 18 cents, you should not give the customer 18 pennies (18 coins).

   It is also not practical to give the customer three nickels and three pennies (six coins).

   It is best to give the customer one dime, one nickel, and three pennies (five coins).

2. Give the change to the customer by stating the amount of the bill, and counting up to the amount of money received.

   For example: If the amount of the bill is 65 cents and the customer gives you $1, the steps in making change are:

   65 cents and one dime equals 75 cents, plus 25 cents equals $1

   For example: If the amount of the bill is $1.20 and the customer gives you $2, change is given like this:

   $1.20 plus one nickel equals $1.25, plus three quarters equals $2

Write the correct amount of change under the correct column on your student activity guide. Remember!! Use the smallest number of coins possible.

Use the "play money" provided by your teacher to practice counting change for the examples on the student activity guide.

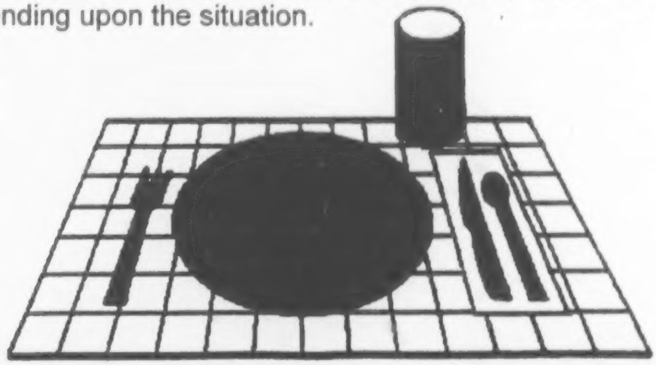
TABLESETTING ACTIVITY

An attractively set table establishes a nice environment for eating at home or in a restaurant. It affects a person's attitude toward a meal.

Some basic tablesetting guidelines are:

- A table cloth should hang 8 to 10 inches over the sides.
  Place mats should be an equal distance apart, and near the edge of the table.
- The napkin should be folded and placed with the open edge near the left side of the fork. It should be placed about 1 inch from the edge of the table.
- Flatware (silverware) is arranged in the order of use. The first piece to be used should be placed on the outside. Forks should be placed on the left of the plate, and knives and spoons should be placed to the right of the plate with the knife on the inside. Flatware should be placed so that the bottom is about 1 inch from the edge of the table.
- Dinnerware (plates, etc.) should be placed within easy reach of the person's hand, with dinner plates being about 1 inch from the edge of the table, salad plates to the left of the forks, and bread plates directly above the forks.
- Glasses are placed at the tip of the knife, and cups and saucers are placed to the right of the knife and spoon(s).
- A centerpiece may be placed anywhere on the table as long as it is low enough for people to see each other.

Practice setting the table for the situations described on the next page. You may refer to the tablesetting diagram for reference. The tablesetting diagram is a basic setting and will not be exact for all occasions and/or all settings. There can and should be variations, depending upon the situation.



TABLESETTING ACTIVITY - PAGE 2

Situation #1

You are planning to have a birthday dinner for your dad and are inviting your grandparents to come, too. The menu will be:

Roast beef	Baked potatoes
Green salad	Rolls
Apple pie	Fruit punch

How would you set the table for this dinner?

(When you have finished, let your teacher check your setting.)

Situation #2

You are to set the table for the family dinner tonight. The menu will be:

Vegetable beef soup	French bread
Cheese slices	Canned fruit
Cookies	Milk

How would you set the table for dinner?

(When you have finished, let your teacher check your setting.)

Situation #3

You are in charge of setting up the tables for a dinner at your church. There will be about 150 people there. The menu will be:

Spaghetti	Salad
Garlic bread	Ice cream sundaes
Fruit punch	

How would you set the tables for this dinner?

(When you have finished, let your teacher check your setting.)

RESPONSIBILITIES OF A FOOD SERVER

Preliminary Preparation:

- Wash hands frequently!
- Dress appropriately and wear an apron to protect your clothing or uniform.
- Make sure the table has been set correctly and thoroughly.
- Have your order pad and pen/pencil ready to use.
- After customers have been seated for several minutes, approach the table and ask if they are ready to order.

Order Taking:

- Listen carefully to each person as you take the order.
- Write the order on order pad. (Write everything down!)
- Return menus to host/hostess. (The host/hostess gave the customers the menus when they were seated.)
- Give the order to the kitchen personnel.

Serving Food:

- Take beverage orders to customers at the table. Serve drinks from the RIGHT SIDE of the customer.
- ALWAYS STAND ON THE LEFT SIDE OF THE CUSTOMER to place the food on the table. Serve each person at the table in this manner.
- After a short time, return to the table and ask the customers if their orders are all right.
- Check with the customers several times throughout the meal.
- Keep the water glasses full.
- When customers have finished eating, clear the dirty/empty dishes from the table, removing them from the RIGHT side of each person.
- Place the silverware in the center of the plate before removing it from the table.
- After the dirty/empty dishes have been removed from the table, ask the customers if they would care for dessert and/or more coffee, etc.

Handling the Bill:

- Total the bill on the order pad.
- Place the bill face down on the small tray/plate along with a mint for each person at the table.
- Take the small tray/plate (with the bill on it) to the table.
- Place near the person you think will be paying the bill (generally the oldest male).
- Thank the customers for coming and wish them a good day/afternoon/evening.
- Be pleasant as you talk to them.

FOOD SERVER ACTIVITY

Use one or two of the following role play activities to begin thinking about manners and other aspects of food-handler tasks. Discuss the issues the role plays depict when you have completed the role play.

Customer #1:	The food server has just spilled one tall glass of fruit punch in your lap. You are planning to attend a play after dinner.
Food Server:	While you were carrying four (4) glasses of fruit punch, you lost your grip and dumped one glass into a customer's lap.
Customer #2:	You ordered a chopped sirloin steak but were served top sirloin. You do not have enough money to pay for the steak.
Food Server:	You served your customer top sirloin steak. The customer claims he/she ordered chopped sirloin. You never make mistakes like this.
Customer #3:	Your child has just spilled milk into his/her plate of food.
Food Server:	You have just served a child a plate of food, and the child tipped a glass of milk into the plate and all over the food.
Customer #4:	Your 2-year-old son is screaming at the top of his lungs because he is hungry. You were just seated by the hostess.
Food Server:	A child at one of your tables is screaming. The family was just seated and you have two other orders to take before you can take their order.

MENU DESIGN ACTIVITY

Design a menu to be used in your restaurant. It must include the following information:

a. Name of restaurant

b. List of menu items

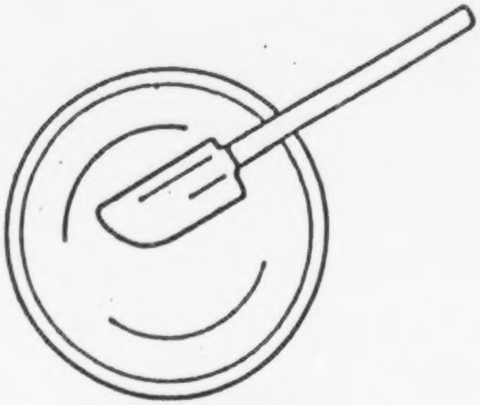
c. Price of menu items

You can be creative in designing your menu. Use the equipment or supplies provided by your teacher for this activity.

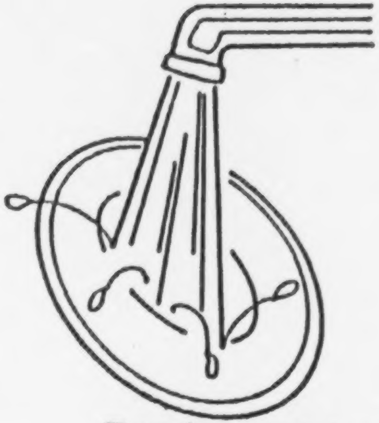
When you are finished, have your teacher initial your RESTAURANT CAREER SKILLS student activity guide and turn in your menu for use in your restaurant.

DISHWASHING ACTIVITY

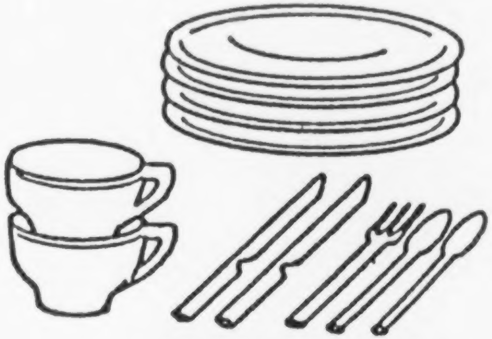
Keeping the kitchen and dishes clean is a very important part of the restaurant business. Using the dishwashing cards provided by your teacher, arrange the dishwashing steps in the correct order, and then complete the "Dishwashing Activity" section of your student activity guide.



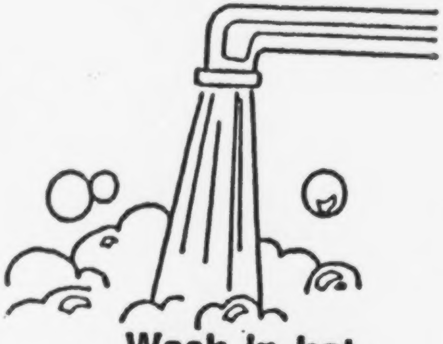
Scrape food particles off dishes



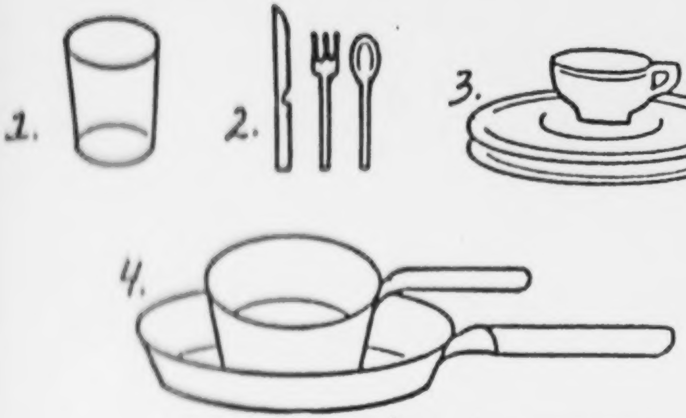
Prerinse dishes lightly



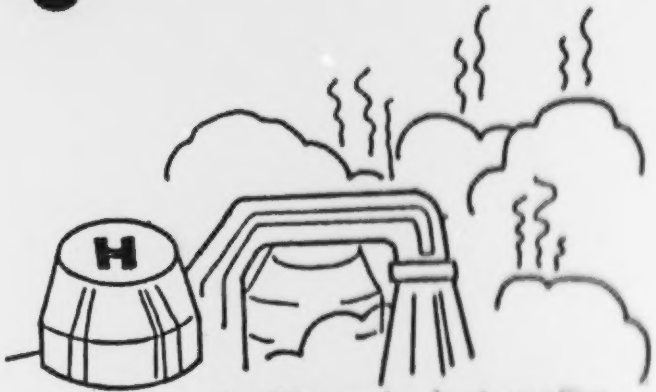
Sort and stack dishes by groups



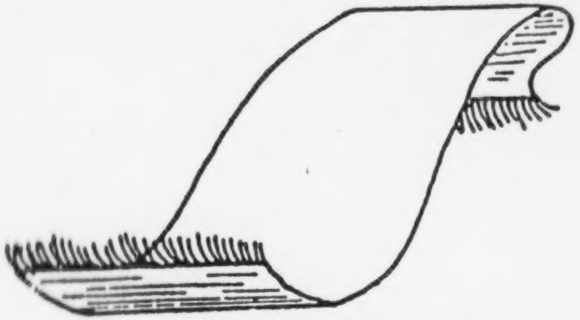
Wash in hot, soapy water



Wash dishes in correct order by groups



A. Rinse in hot water
B. Rinse in sanitizing chemical or extremely hot water



Air dry or dry with a clean towel

JOB TITLE: **MANAGER** **EMPLOYEE:** ____________________
DAY: ____________________

DIRECTIONS: Put your initials on the line by each job as you complete it.

NOTE: If the assistant manager needs to replace another staff person, you will need to do his/her job along with yours.

- You are in charge of the HOST/HOSTESS, CASHIER(S), FOOD SERVERS, and TABLE ATTENDANTS.

__________ 1. Wash your hands thoroughly.
__________ 2. Check out the following supplies from the restaurant owner (teacher). Record the number of each item you take.

______ MENUS
______ APRONS
______ ORDER PADS
______ TABLECLOTHS
______ SILVERWARE
______ WATER PITCHERS
______ CENTERPIECES
______ WATER GLASSES
______ NAPKINS

__________ 3. Give menus, centerpieces, and water pitchers to Maitre d'/host(ess).
__________ 4. Give aprons and order pads to food servers.
__________ 5. Give tableclothes, glasses, silverware, and napkins to table attendants.
__________ 6. Make sure the tables have been set correctly.

WHEN THE CUSTOMERS HAVE BEEN SERVED:

__________ 7. Ask the customers if everything was satisfactory.
__________ 8. Make sure the HOST/HOSTESS, CASHIER, FOOD SERVERS, and TABLE ATTENDANTS do their jobs well. Collect their completed work forms. Turned in: (yes or no)

_____ Maitre d'/Host(ess)
_____ Food Server(s)
_____ Cashier(s)
_____ Table Attendant(s)

__________ 9. Return the supplies that were checked out at the beginning of the period to the supply table. Make sure you return the same number of each item you checked out.

______ MENUS
______ APRONS
______ ORDER PADS
______ TABLECLOTHS
______ WATER PITCHERS
______ CENTERPIECES
______ WATER GLASSES
______ SILVERWARE

__________ 10. Give the completed work forms to the restaurant owner.

JOB TITLE: **ASSISTANT MANAGER** **EMPLOYEE:** ____________________
DAY: ____________________

DIRECTIONS: Put your initials on the line by each job as you complete it.

NOTE: If any employees do not come to work, you will need to take his/her job.

- You are in charge of the COOKS AND COOK'S ASSISTANTS.

__________ 1. Wash your hands thoroughly.

__________ 2. On step #3 below, list the food supplies and cooking utensils needed.

__________ 3. Check out the necessary supplies from the restaurant owner (teacher). Record the number of each item taken.

_____ TRAYS _____ ____________
_____ APRONS _____ ____________
_____ HATS _____ ____________
_____ ____________ _____ ____________
_____ ____________ _____ ____________
_____ ____________ _____ ____________

__________ 4. Give the food, cooking utensils, hats, and aprons to the cook's assistants.

__________ 5. Give trays to cook's assistants.

__________ 6. Make sure the cook's assistants are wearing their hats and aprons.

__________ 7. Make sure the cooks and cook's assistants stay in the kitchen at all times.

__________ 8. Make sure the COOKS and COOK'S ASSISTANTS do their jobs well. Collect their completed work forms.
Turned in: (yes or no)
_____ Cook(s) _____ Cook's Assistant(s)

__________ 9. Return the cooking utensils and remaining food supplies that were checked out at the beginning of the period to the supply table. Make sure you return the same number of cooking utensils you checked out.

_____ TRAYS _____ ____________
_____ APRONS _____ ____________
_____ HATS _____ ____________
_____ ____________ _____ ____________
_____ ____________ _____ ____________
_____ ____________ _____ ____________

__________ 10. Give the completed work forms to the restaurant owner.

JOB TITLE: **MAITRE D'** **EMPLOYEE:** ____________________
HOST(ESS) **EMPLOYEE:** ____________________
DAY: ____________________

DIRECTIONS: These jobs may be done by one person. If your restaurant has two employees, the ✱ signals which of the two employees is responsible for the task.

MAITRE D'	HOST(ESS)		
✱	✱	1.	Wash your hands thoroughly.
✱		2.	Make sure there is a chair at each place setting.
	✱	3.	Wait at the Host Station to get the menus, water pitchers, and centerpieces from the manager.
✱		4.	Fill the water pitchers. Leave them at the Host Station.
✱		5.	Put the centerpieces on the tables.
✱		6.	Check to make sure the tables are set correctly.
	✱	7.	Take the menus and wait for customers to arrive.
✱		8.	Welcome customers as they arrive.
	✱		Ask, "How many are in your party?"
	✱	9.	Check to see where there is a table available for party size.
	✱	10.	Lead customers to the table.
	✱	11.	Give each member of the party a copy of the menu.
	✱	12.	After all of the party is seated, get a water pitcher and fill their water glasses.
✱		13.	When the food server returns the menus to you, give them back to the manager.
✱	✱	14.	While customers are eating, be seated near the cashier.
	✱	15.	Empty the water pitchers, dry them, and return them to the manager.
	✱	16.	After the customers have left the table, use a tray to pick up the water glasses and take them to the cook's assistant.
✱		17.	Collect centerpieces and return to manager.
✱		18.	When this form is completed, give it to the manager. Return to your regular seat.

JOB TITLE: FOOD SERVERS **DAY: ____________________**

#1 EMPLOYEE: ______________ **TABLE NUMBERS __________**
#2 EMPLOYEE: ______________ **TABLE NUMBERS __________**
#3 EMPLOYEE: ______________ **TABLE NUMBERS __________**
#4 EMPLOYEE: ______________ **TABLE NUMBERS __________**

DIRECTIONS: Put your initials on the line by each job as you complete it.

#1	#2	#3	#4		
____	____	____	____	1.	Wash your hands thoroughly. Fill in top of this paper.
____	____	____	____	2.	Wait at the Food Service Station until the manager brings you the aprons and order pads.
____	____	____	____	3.	Stay at the Food Service Station until the customers have been seated.
____	____	____	____	4.	After the customers have been seated and have had time to look over the menu, go to the table with your order pad and pen/pencil.
____	____	____	____	5.	Greet the customers, introduce yourself, and ask, "Are you ready to order?"
____	____	____	____	6.	Write the customers' orders on the order pad as each person orders. Write everything down!
____	____	____	____	7.	Return the menus to the host(ess)/maitre d'.
____	____	____	____	8.	Take the order and give it to the cooks.
____	____	____	____	9.	Serve beverages to the customers from the RIGHT side, using your RIGHT hand.
____	____	____	____	10.	When the order is ready, serve it to the customers from their LEFT side, using your LEFT hand.
____	____	____	____	11.	SIT AT THE FOOD SERVICE STATION WHILE THE CUSTOMERS ARE EATING.
____	____	____	____	12.	After a short time, return to the table and ask the customers if their orders are okay.
____	____	____	____	13.	Get one (1) mint for each customer from the cashier and put them on a small plate.
____	____	____	____	14.	Total the bill and place it face down on the plate with the mints. Put the plate by the person you think will be responsible for paying the bill (generally the oldest gentleman or the person taking charge of group). Say, "Thank you very much."
____	____	____	____	15.	Return the order pads and aprons to the manager.
____	____	____	____	16.	Give this completed form to the manager.
____	____	____	____	17.	Return to your regular seats.

JOB TITLE: **TABLE ATTENDANTS** **DAY:** ____________________

#1 EMPLOYEE: _______________ **TABLE NUMBERS** __________
#2 EMPLOYEE: _______________ **TABLE NUMBERS** __________
#3 EMPLOYEE: _______________ **TABLE NUMBERS** __________
#4 EMPLOYEE: _______________ **TABLE NUMBERS** __________

DIRECTIONS: Put your initials on the line by each job as you complete it. Each table attendant needs to complete all of the following tasks for his/her assigned table(s).

#1 #2 #3 #4
____ ____ ____ ____ 1. Wash your hands thoroughly. Fill in top of this paper.
____ ____ ____ ____ 2. Wait at the Table Attendants Station until the manager brings you the tablecloths, water glasses, silverware, and napkins.
____ ____ ____ ____ 3. Put the tablecloths on the tables.
____ ____ ____ ____ 4. Set the empty water glasses and napkins on the tables correctly.
____ ____ ____ ____ 5. If needed, place the silverware on the table(s).
____ ____ ____ ____ 6. Stay at the Table Attendants Station from the time the restaurant opens until the customers at your tables leave.
____ ____ ____ ____ 7. After the customers have left, use a tray to clear the table, except for water glasses and centerpiece.
____ ____ ____ ____ 8. Take the dishes to the cook's assistant. Throw the paper items in the trash.
____ ____ ____ ____ 9. Fold the tablecloths and given them to the manager.
____ ____ ____ ____ 10. Wipe off tables.
____ ____ ____ ____ 11. Push the chairs under the tables.
____ ____ ____ ____ 12. Table Attendants #1 and #2: Clean the floor in the kitchen area.
____ ____ ____ ____ 13. Table Attendants #3 and #4: Clean the floor in the eating area.
____ ____ ____ ____ 14. Table Attendant #1: Give this completed form to the manager.
____ ____ ____ ____ 15. Return to your regular seats.

JOB TITLE: **COOK(S)** **DAY:** ____________________________

#1 EMPLOYEE: __________________ **TABLE NUMBERS** ____________
#2 EMPLOYEE: __________________ **TABLE NUMBERS** ____________
#3 EMPLOYEE: __________________ **TABLE NUMBERS** ____________
#4 EMPLOYEE: __________________ **TABLE NUMBERS** ____________

DIRECTIONS: Put your initials on the line by each job as you complete it.

- YOU MUST STAY IN THE KITCHEN AT ALL TIMES!
- YOU ARE NOT ALLOWED TO BE IN THE CUSTOMER EATING AREA.

# 1	# 2	#3	#4		
____	____	____	____	1.	Wash your hands thoroughly. Fill out the top of this paper.
____	____	____	____	2.	Wait in the kitchen until the assistant manager brings you the aprons, hats, cooking utensils, and food supplies.
____	____	____	____	3.	Put on your hats and aprons.
____	____	____	____	4.	Prepare the food, making _________ servings of the recipe.
____	____	____	____	5.	Take the written orders from the food servers.
____	____	____	____	6.	Give the prepared orders to the cook's assistant. He/she will place them on a tray for the food servers.
____	____	____	____	7.	When all of the orders have been filled, return the leftover food to the assistant manager.
____	____	____	____	8.	Give the dirty dishes to the cook's assistant to wash and put away.
____	____	____	____	9.	Wipe off the counters, the sink, and the stove/ microwave.
____	____	____	____	10.	Fold your aprons and return them to the assistant manager.
____	____	____	____	11.	When this form is completed, give it to the assistant manager.
____	____	____	____	12.	Return to your regular seats.

JOB TITLE: **COOK'S ASSISTANT(S)**
DAY: ____________________
#1 EMPLOYEE: ____________ **TABLE NUMBERS ________**
#2 EMPLOYEE: ____________ **TABLE NUMBERS ________**
#3 EMPLOYEE: ____________ **TABLE NUMBERS ________**
#4 EMPLOYEE: ____________ **TABLE NUMBERS ________**

DIRECTIONS: Put your initials on the line by each job as you complete it.

- YOU MUST STAY IN THE KITCHEN AT ALL TIMES!
- YOU ARE NOT ALLOWED TO BE IN THE CUSTOMER EATING AREA.

# 1 # 2 # 3 # 4

____ ____ ____ ____ 1. Wash your hands thoroughly and fill in the top of this paper.

____ ____ ____ ____ 2. Wait in the kitchen until the assistant manager brings you the following supplies:
TRAYS
HATS
APRONS

____ ____ ____ ____ 3. Put on your hat and apron.

____ ____ ____ ____ 4. Set out _______ paper cups and/or plates for the cook(s) on a tray.

____ ____ ____ ____ 5. Fill the sink with hot, soapy water.

____ ____ ____ ____ 6. Get two (2) dishtowels and (2) dishcloths.

____ ____ ____ ____ 7. Take the orders from the food servers and give them to the cook(s).

____ ____ ____ ____ 8. If a beverage is to be served, prepare it(them), place on a tray, and give to the food servers.

____ ____ ____ ____ 9. Help the cooks prepare the orders as needed.

____ ____ ____ ____ 10. Place prepared orders on trays for the food servers.

____ ____ ____ ____ 11. Wash any pots, pans, or equipment used in the food preparation process. Dry and put away.

____ ____ ____ ____ 12. Wash the dirty dishes brought to your kitchen (silverware, glasses, etc.)

____ ____ ____ ____ 13. Dry dishes and put away.

____ ____ ____ ____ 14. Drain the dishwater from the sinks; wipe out the sinks; polish the faucets.

____ ____ ____ ____ 15. Put the dirty dish towels and cloths in the laundry area.

____ ____ ____ ____ 16. Give this completed form to the assistant manager and return to your regular seat.

JOB TITLE: **CASHIER** **NAME:** ____________________

DAY: ____________________

DIRECTIONS: Put your initials on the line by each job as you complete it.

__________ 1. Wash your hands thoroughly. Fill out the top of this paper.
__________ 2. Sit at the cash register.
__________ 3. Tape this sheet to the Cashier Station desk.
__________ 4. Count your money and fill in the first line of the Cashier's Daily Balance Sheet ONLY. (The bottom of this page.)
__________ 5. Get the mints from the restaurant owner (teacher). Put three or four mints on several small plates.
__________ 6. Give the small plates with mints to the food servers as requested.
__________ 7. If any mints are left over, return them to the restaurant owner (teacher).
__________ 8. When customers are ready to pay their bill, take their money and give them the change.
__________ 9. Put the receipts (food checks) on the stand.
__________ 10. When the last customer has paid, run a total of the day's receipts (food tickets). Put this figure on line #2 of the Cashier's Daily Balance Sheet.
__________ 11. Add lines #1 and #2 of the balance sheet together, and put the total on line #3.
__________ 12. Count all of the money and it should be the same amount as line #3.
__________ 13. Give this completed form along with the food tickets and money to the manager. Return to your regular seat.

$$$

CASHIER'S DAILY BALANCE SHEET

1. Total amount of cash on hand at beginning of business day: $ __________

2. Amount of money taken in (total of food tickets): $ __________

3. Total amount of cash on hand at end of business day: $ __________

$$$

JOB TITLE: RESTAURANT OWNER (TEACHER)
DAY: ____________________

THINGS TO PUT OUT ON THE SUPPLY TABLE:

RECIPE INGREDIENTS:
____ ______________
____ ______________
____ ______________
____ ______________
____ ______________
____ ______________

EQUIPMENT:
____ Trays
____ Water Pitchers
____ Water Glasses
____ Silverware
____ Cash Register
____ Money Stand

SUPPLIES:
____ Disposable Food Service Hats
____ Rubber Bands
____ Menus
____ Order Pads
____ Tablecloths
____ Centerpieces
____ Play Money
____ Job Sheets
____ Station Signs
____ Masking Tape
____ Pens/Pencils
____ Individually Wrapped Mints
____ Table Numbers
____ Aprons

STATION SIGNS NEEDED:

Food Service Station
Table Attendants Station
Cashier's Station
Order Station
Other: ______________

________ Place (tape) station signs at the appropriate stations.
________ Give job sheet, small plates, and mints to the cashier.
________ Number the tables.
________ Hang up the tablesetting diagram.
________ Put table assignments on the food servers' job sheet.
________ Put kitchen assignments and number of servings on cooks' and cook's assistants' job sheets.
________ Tape job assignment sheets at food service station, table attendant station, and ____________.
________ Post the recipe(s) in the kitchens.
________ Designate place for order placement (table, hooks, magnets, or whatever)
________ Dispense supplies to manager.
________ Dispense supplies to assistant manager.
________ Give play money and evaluation sheets to customers.
________ Set up video for customers to watch or assign activity.

JOB TITLE: CUSTOMER NAME: ______________________
DAY: ________________________

DIRECTIONS: Put your initials on the line by each job as you complete it.

__________ 1. Wash your hands thoroughly before you are seated in the restaurant area.

__________ 2. Watch the video or do the activity assigned by the teacher.

__________ 3. STAY OUT OF THE RESTAURANT AREA UNTIL YOU HAVE BEEN SIGNALED TO GO THERE!

__________ 4. Go into the restaurant by groups. Follow restaurant procedure and wait to be seated by the host(ess).

__________ 5. Use appropriate table manners.

__________ 6. When you have finished eating, leave the restaurant area and return to your regular seats.

__________ 7. Fill in the Restaurant Simulation Evaluation student activity guide.

NAME ________________ PERIOD _____ DATE ____________ SCORE _____

RESTAURANT SIMULATION EVALUATION

MANAGER/ASSISTANT MANAGER:

_______ Assisted restaurant personnel as needed
_______ Distributed supplies and equipment correctly
_______ Returned supplies and equipment as requested
_______ Collected job sheets at end of experience

HOSTS/HOSTESSES:

_______ Seated guests quickly
_______ Gave each customer a menu
_______ Were pleasant and friendly

FOOD SERVERS (WAITERS/WAITRESSES):

_______ Took the orders correctly
_______ Served the food correctly
_______ Served the beverage correctly
_______ Totaled the bill correctly

TABLE ATTENDANTS (BUSSERS):

_______ Tables and chairs were arranged neatly
_______ Tables were set correctly
_______ Dirty dishes were cleared promptly

COOKS:

_______ Food was prepared correctly and tasty
_______ Food was ready to be served in timely manner

COOK'S ASSISTANTS (DISHWASHERS):

_______ Beverage was ready on time
_______ Made good use of their time
_______ Followed correct dishwashing procedures

CASHIERS:

_______ Were courteous to customers
_______ Counted the change correctly
_______ Asked the customers to come back again

CUSTOMERS:

_______ Were courteous to restaurant personnel
_______ Practiced good manners

RESTAURANT OWNER:

_______ Was prepared and ready
_______ Was helpful to restaurant staff when needed
_______ Greeted customers with a smile
_______ Let restaurant personnel do their jobs

Things I learned from this restaurant experience are:

____
____
____
____
____
____

If our class could do this over again, the things that should be done differently are:

____
____
____
____
____
____

SUGGESTED RECIPES

TROPICAL FREEZE (Makes three 9 oz. servings)

Ingredients:
1/3 C. orange juice concentrate
1 C. milk
2 T. sugar
8 Large ice cubes

1. Put orange juice concentrate, milk, and sugar in blender.
2. Add four (4) ice cubes.
3. Blend on medium speed until the ice cubes are crushed.
4. Add the remaining four (4) ice cubes.
5. Blend on medium speed again until the ice cubes are crushed.
6. Pour mixture into paper cups or glasses.
7. Use rubber spatula to clean all of mixture out of blender.

TROPICAL FREEZE SPECIAL

Add a half slice of orange or lime or one maraschino cherry before serving.

TICKLE ME PINK PUNCH

Ingredients:
1 6 oz. can frozen pink lemonade concentrate
1 1/2 cups frozen blended fruit punch
1 1/2 cups water
1 C. ginger ale
7 Ice cubes

1. Put pink lemonade, fruit punch, and water in pitcher.
2. Stir well, until frozen lemonade is thawed.
3. Add ice cubes.
4. Just before serving, add ginger ale and stir again.

TICKLE ME PINK SPECIAL

Add a half slice of orange or lime or one maraschino cherry before serving.

SUGGESTED RECIPES - PAGE 2

CITRUS SPARKLE

In a blender container combine:
3/4 cup water
1/2 cup sugar

Cover and blend on a low speed until sugar is dissolved.

Add:
2 oranges, peeled and quartered
1/2 lemon, peeled and quartered
2 limes, peeled and quartered
1 cup pineapple chunks

NOTE: DO NOT PUT PEELINGS IN BLENDER WITH FRUIT!

Cover and process at LIQUEFY until fruit is liquid. Add 6-8 ice cubes. Cover and process at CHOP.

NOTE: Some blenders must be running when the ice is added. Adjust this recipe to fit your blender recommendations.

Pour juice into a pitcher and serve. Lemon-lime drink may be added if desired.

SUGAR-FREE SHAKE

In a blender container combine:
1 cup milk
2 frozen bananas (really ripe)
1/4 package frozen unsweetened strawberries

Cover and blend on a high speed until mixture is thick and smooth.

Add 2 ice cubes. Cover and process at CHOP.

NOTE: Some blenders must be running when the ice is added. Adjust this recipe to fit your blender recommendations.

Pour shake into glasses and serve.

SUGGESTED RECIPES - PAGE 3

BREAD STICKS

Ingredients needed per class of customers:

2 frozen dough rolls (per person)
1/4 C. melted margarine or butter
Pizza or Italian seasoning
Ranch dressing
Pizza sauce
Nut cups

1. Thaw roll dough according to package directions.
2. Preheat ovens to 375 degrees F.
3. Spray cookie sheet with nonstick vegetable spray.
4. Roll each piece of roll dough into a bread stick approximately 6 inches long.
5. Brush bread stick with melted margarine.
6. Sprinkle with pizza or Italian seasoning or leave plain.
7. Bake in oven for 12 to 15 minutes.
8. According to customers' orders, pour pizza sauce or Ranch dressing into nut cups for dipping. Heat pizza sauce in microwave for _____ seconds.
9. Serve.

25¢	25¢	25¢	25¢	25¢
25¢	25¢	25¢	25¢	25¢
25¢	25¢	25¢	25¢	25¢
25¢	25¢	25¢	25¢	25¢
25¢	25¢	25¢	25¢	25¢
25¢	25¢	25¢	25¢	25¢
25¢	25¢	25¢	25¢	25¢

10¢	10¢	10¢	10¢	10¢	10¢	10¢
10¢	10¢	10¢	10¢	10¢	10¢	10¢
10¢	10¢	10¢	10¢	10¢	10¢	10¢
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10¢	10¢	10¢	10¢	10¢	10¢	10¢

5¢	5¢	5¢	5¢	5¢	5¢
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5¢	5¢	5¢	5¢	5¢	5¢

1¢	1¢	1¢	1¢	1¢	1¢
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1¢	1¢	1¢	1¢	1¢	1¢
1¢	1¢	1¢	1¢	1¢	1¢
1¢	1¢	1¢	1¢	1¢	1¢

FOOD
SERVICE
STATION

TABLE
ATTENDANT
STATION

CASHIER'S STATION

ORDER
STATION